DOCUMENT RESUME

ED 217 124 CE 030 878

AUTHOR Mansell, Jack
TITLE Vocational Preparation.
INSTITUTION Further Education Curriculum and Development Unit, London (England).
REPORT NO ISBN-0-85522-090-2
PUB DATE Jan 81
NOTE 47p.
AVAILABLE FROM Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex, HA7 1AZ, England.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agency Cooperation; Articulation (Education); Continuing Education; Cooperative Planning; *Curriculum Development; Educational Cooperation; *Educational Needs; *Educational Policy; *Education Work Relationship; Foreign Countries; Policy Formation; Postsecondary Education; Vocational Education
IDENTIFIERS *England

ABSTRACT

Continuing education policy in England should produce a coherent curriculum framework, alleviating the somewhat divisive response and unequal provisions currently being made in this area. Vocational preparation should be available to all young people--with priority given to those who are not already preparing for higher education nor are engaged in well established programs of vocational education and training. At present, vocational preparation exists in three modes: college-based, unemployment-based, and employment-based. However, these divisions may not be needed. A common curriculum for all young people could be more workable, and would allow for easier transition when a young person gets or leaves a job. Increased coordination is needed to provide continuity and to meet the needs of young people. Interagency cooperation could provide a more efficient and equitable curriculum which would include an agreed upon checklist of basic skills; an integrated approach towards counseling, guidance and assessment; and relevance of work experience. To meet these goals, staff development is necessary and teachers in these areas should be accorded more prestige. (Examples of existing good practices of integrated programs are given in the document appendixes.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED217124

Further Education Curriculum Review and Development Unit

VOCATIONAL PREPARATION

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Mansell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE030878

January 1981 (Reprinted April 1981)

The Further Education Curriculum Review and Development Unit (FEU) is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more coordinated and cohesive approach to curriculum development in FE by

1. reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

2. determining priorities for action to improve the total provision and suggesting ways in which improvement can be effected

3. carrying out specific studies, helping with curricular experiments, and contribution to the evaluation of objectives, and

4. disseminating information about the process of curriculum development in FE.

A limited number of extra copies of this report are available from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex, HA7 1AZ. Tel: 01-9522366 Ext 503.

Jack Mansell
Director

January 1981

ISBN 0 85522 090 2

Further Education Curriculum Review and Development Unit

Board Of Management

as at December 1980

Chairman	**Rev Canon George Tolley** Principal, Sheffield City Polytechnic
Members	**R C Aldridge** Association of Principals of Colleges/Association of Colleges of Further and Higher Education
	J C N Baillie National Association of Teachers in Further and Higher Education
	Mr T R Clendon Manpower Services Commission, Training Services Division
	J H Davies Welsh Joint Education Committee
	J Deboo Confederation of British Industry
	R J Hartles Association of Metropolitan Authorities
	R Jackson Trades Union Congress
	E Norris HMI Department of Education and Science
	C R Walker Department of Education and Science
Observers	**Dr F D Duffin** Department of Education, Northern Ireland
	J F Mann Schools Council
	J K Millington HMI Welsh Office Education Department
Secretary	**Jack Mansell** Director, Further Education Curriculum Review and Development Unit

Printed for Her Majesty's Stationery Office by Maybank Press Ltd., London. Dd 8245796

Foreword

One of the great strengths of Further Education in this country is its diversity. The FE service has responded in many ways to perceived needs and continues so to respond. In spite of diversity there are many young people for whom FE offers but little and there are many others currently following courses in FE that are not adequate for their needs. There continues to be much debate about how FE can better serve the interests and the needs of young people. Much of that debate is concerned with structure and with organisation. This report is concerned with curriculum – with proposing a curriculum framework for vocational preparation for young school leavers. Vocational preparation is a broad curriculum concept going well beyond mere preparation for a job, although that relatively narrow aim is now important for many young people. But this report is concerned with much more than that – with basic skills, with the development of confidence and potential, with acceptance of responsibility, with inter-personal relationships and with values. Responsibility for vocational preparation has become fragmented, distributed amongst various agencies and services. This report brings together the various strands in vocational preparation and places the individual student in the centre of curriculum thinking. Although some jargon will be found in the report it has, we hope, been reduced to a minimum and the result is not a theoretical discussion but an essentially practical consideration of what can be done and what should be done. The report calls for new attitudes to learning and for changes in teaching methods, in the relationships between teacher and teaching methods, and in the relationships between teacher and learner. Above all else it seeks to restore the primacy of the vocational within the curriculum. There must be few more important contemporary issues in education than the needs of the young school leaver, especially those who have in the past been neglected or poorly provided for. This report is concerned with those needs and it is published for serious consideration and debate – and for implementation.

George Tolley
Chairman
Board of Management

Further Education Curriculum Review and Development Unit

VOCATIONAL PREPARATION

Contents

		Page
Foreword by Chairman		3
Preface		7
Section I	Introduction	8
Section II	The Context of Vocational Preparation	9
Section III	The Participants, the Provision, and the Needs	11
Section IV	Vocational Preparation: Aims and Components	12
Section V	Staff Development and Support	15
Section VI	Summary	17
Appendix 1	The Advisory Group	18
Appendix 2	Glossary of Terms	19
Appendix 3	An Analysis of the Components of Vocational Preparation	21
Appendix 4	Case Studies of the Main Modes of Provision	24
Appendix 5	ersonal Programme (or Agenda)	27
Appendix 6	Contracts	29
Appendix 7	A Profile Report	33
Appendix 8	A Checklist of Objectives for a Common Core	39
Appendix 9	Example of a Project-Based Scheme	42
Appendix 10a	The place of Work Experience in Vocational Preparation	43
Appendix 10b	A Work Experience Diary	44
Appendix 11	A Residential Programme	45

Preface

1. This document attempts to provide a coherent curriculum framework for the formulation of *vocational preparation* programmes for young school-leavers, whether employed, unemployed or on full-time pre-employment courses, who are not otherwise involved in vocationally specific or academic programmes. Those young people are our immediate priority although it is hoped that before too long the essential components of *vocational preparation* will find their way into education and training programmes for all young people.

2. The report was initially intended to elaborate on the FEU response to the Government consultative paper - A BETTER START IN WORK LIFE(1) and to unify the previously discrete FEU thinking in the areas of YOP(2), UVP(3) and Full-time Pre-employment Courses(4).

3. Much of the initial thinking was the work of an Advisory Group, chaired by Geoffrey Melling. The Board is appreciative of this input and especially that of Geoffrey Stanton who did much of the original drafting. The membership of the Advisory Group is given in Appendix 1.

4. During the later drafting, important documents (5-8) relevant to the theme of *vocational preparation* were published. All in one way or another not only supported the concept of *vocational preparation* but suggested a radical appraisal of our education and training process.

5. These documents were followed by reports of a new MSC "initiative" (9) which apparently supports the case for a comprehensive review of the way we continue the education and training of our young people after school. Much of the reported MSC thinking is compatible with FEU thinking and only minor editing was necessary to make this document on *vocational preparation* a curriculum contribution to the MSC "initiative".

6. The use of some jargon in this developing field of work has been inevitable and we provide a Glossary of terms to aid the reader (Appendix 2). Generally we have tried to illustrate new concepts and terms by attempting to find good working examples and these are described in various Appendices. The document is unashamedly eclectic where it feels good work is already being done.

7. The aim of this document is to promote, demonstrate and exemplify the desirability of a coherent curriculum philosophy and structure for a large proportion of our young population which lacks the supportive framework normally associated with formal training schemes and academic study. We hope that it will contribute to the reduction of the inequalities and discontinuities that undoubtedly exist between the different types of provision. In this we are responding to the many requests and expressions of concern we have received or have noted (10) (11).

8. It is important to stress that no document, no educational theory, can directly create jobs for young people. It is not suggested that the concept of *vocational preparation* described in this document is a panacea for youth unemployment. What it does is to offer ways of improving the provision of education and training, in the hope that it will assist and enrich the transition of young people from school to adult life and thus make them more resilient to uncertainty.

9. Apart from being a contribution to the MSC "initiative" described in paragraph 5 above, we hope that this document in its own right will generate and attract constructive criticism. In the meantime the FEU, in line with its remit, will continue to develop, pilot and evaluate the ideas in this document and would welcome the co-operation and support of interested parties.

Jack Mansell
January 1981

---

1. A Better Start in Working Life. April 1979. FEU challenged the restriction of the *vocational preparation* principle only to the employed.
2. Supporting YOP. FEU June 1979.
3. Experience, Reflection, Learning. FEU April 1978.
4. A Basis for Choice. FEU June 1979.
5. MSC. Review of the Employment and Training Act.
6. Education, Training, and Industrial Performance. Central Policy Review Staff (Think Tank) 1980.
7. "Examinations 16-18". Consultative paper by Government. October 1980.
8. Education for 16-19 year olds. (Macfarlane Review December 1980.)
9. Times Educational Supplement. 28.11.80.
10. "16-19 Education and Training for the Less Academic". Southern Regional Council for Further Education. November 1979. This is a typical example.
11. "Foundations for Working Life". (Venn Report). SCRAC. October 1980.

SECTION I

Introduction

1. This report is about improving the learning opportunities and the transition to working life of that 50% of our 16-19 year old population which is not currently well served by our education and training systems.

2. Our existing concept of apprenticeship is restricted and the availability of other forms of training for young people is low compared to many other developed countries. The FEU has already stated its support for some form of more widely applicable national "traineeship".* Meanwhile the high level of youth unemployment exacerbates the difficulty for the young person of lower attainment in receiving adequate counselling, FE, training or employment.

3. To many school-leavers it is largely a matter of geographical accident as to whether they find themselves in or out of employment and whether or not they receive any training or education. The FEU Board of Management are firmly of the opinion that a programme of *vocational preparation* should be available to all young people, whether they are employed, unemployed, college or school-based. This document assumes that this is axiomatic and requires no further discussion.

4. What does require discussion are the curriculum processes by which programmes of *vocational preparation* can be given to young people so that equality of opportunity and the possibility of individual progression are available to all school leavers, irrespective of locality and employment prospects.

5. This document supports the growing thesis that the time has come for more support to be given to this area of provision, if necessary by some policy of positive discrimination. It supports the case for a more co-ordinated provision to be made between the different providing agencies and for the elimination of the curriculum inequalities and discontinuities that at present exist.

6. In supporting this thesis, the document recognises that much of the conventional vocational and academic provision for the more able and fortunate proportion of our young people is acceptable to them, their parents and employers (although even here the provision of *vocational preparation* is often incomplete). This document therefore does not deal directly with these types of curricula, but concentrates on the needs of the half of our young people who are less well provided for.

7. There is a myth about the flexibility, comprehensiveness and openness of 16-19 education in this country. Courses which have recognised currency are not adaptable, nor are they relevant to the needs and aspirations of half the age group. In so far as the remaining provision is (commendably) flexible, it lacks national coordination and therefore public recognition of, its worth. What is needed for the 16-19 year olds is a family of related schemes of *vocational preparation*, each member of which is legitimated.

8. In this report we outline a set of criteria which programmes of *vocational preparation* could and should satisfy. We hope this approach will encourage the creation of coordinated and equitable schemes, whilst allowing provision to be adaptable in terms of content, approach and location, so as to be both appealing and appropriate to the participants. Our criteria will doubtless make considerable demands on institutions and staff. It is no solution to design fixed schemes which suit the providers, to which the learners have to adapt or fail.

9. There is already heartening evidence from much exciting work already underway that the *vocational preparation* approach is both feasible and worthwhile. Its worth is being demonstrated in human terms by the achievement of individual potential (often unexpected) and the development of self-confidence. Similarly, the social and economic importance of developing as fully as possible the abilities and self-esteem of ALL our population is surely evident.

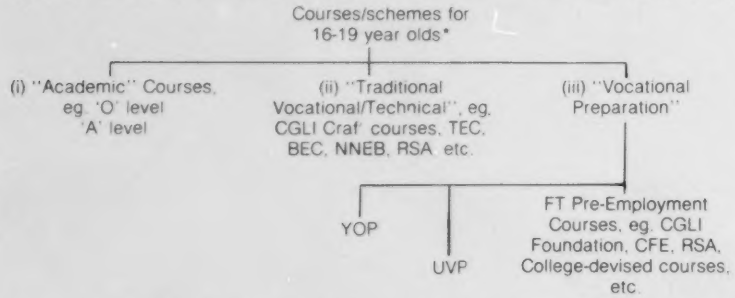
---

* FEU response to "Review of Employment in Training Act" 1980

SECTION II

The Context of Vocational Preparation

10. The existing education and training provision for the 16-19 age group can be divided into three categories not necessarily related to conventional intelligence or capability.


Courses/schemes for 16-19 year olds*
(i) "Academic" Courses, eg. 'O' level 'A' level
(ii) "Traditional Vocational/Technical", eg. CGLI Craf courses, TEC, BEC, NNEB, RSA etc.
(iii) "Vocational Preparation"
YOP
UVP
FT Pre-Employment Courses, eg. CGLI Foundation, CFE, RSA, College-devised courses, etc.

11. One major distinguishing feature, and justification for this categorisation, is the source of the curricula in each case (or the assumed destination of the participants).

i. The syllabus of an *academic subject* is usually supplied by an external examining board and determined to an important extent by the requirements of the next higher grade of academic course, for which it normally acts as an entry qualification. The syllabus aims emphasise cognitive development, although an individual's school sixth form or college programme may comprise a combination of academic syllabuses plus perhaps a number of non-examinable "non-academic" activities.

ii. The crucial influence on the curricula of *traditional vocational/technical* provision, which are invariably provided by the vocational examining and validating bodies, is the claimed requirements of specific occupations, industries or professional associations, for which the young people concerned are being prepared or have already entered.

iii. For the *vocational preparation* schemes described above, neither of these sources is applicable. The participants are not necessarily intending to proceed to further academic study, nor are they necessarily motivated to study academic subjects for their own sake. At the same time, their curricula cannot necessarily be derived from the demands of a particular job, for reasons which include the following:

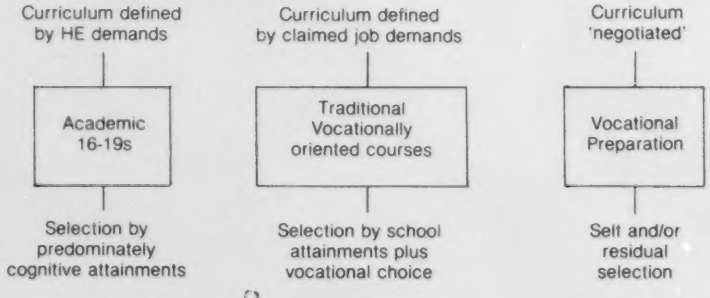
a. the jobs to which they have been recruited make such limited demands in terms of specific job skills that these cannot provide an adequate 'source' for the curricula
b. there is an uncertainty about the kind of employment, if any, they will be able to get
c. the individuals concerned do not feel ready to make a firm commitment
d. there is a high probability that these young people will move, by choice or otherwise, in and out of a number of different jobs in the early part of their working life.

12. This does not mean to say that young people should not be encouraged to use an interest (perhaps ephemeral) in a particular job as a focus for their learning, but a main aim of *vocational preparation* must be the development of the capacities required to make a success of adult and working life in general. An example of such capacities is given by the common core suggested by FEU (June 1979 "A Basis for Choice").

13. Often, only a matter of historical or geographical accident will determine which kind of *vocational preparation* a sixteen year old school leaver receives. In some areas it will not be possible to get a UNIFIED VOCATIONAL PREPARATION traineeship because there are no available jobs. The school leaver may therefore be offered one or other of the opportunities available under the YOUTH OPPORTUNITIES PROGRAMME. It is also the case that some young people will have chosen to enrol in certain FULL-TIME COLLEGE COURSES (not part of YOP) because of the scarcity of local jobs, or for a variety of other reasons. But even where individuals have stayed in full-time education voluntarily because of a desire to improve their basis for choice, they will still have many needs in common with those who have left school to find work. We refer to these three categories of provision as modes of *vocational preparation*.

14. In contrast to those following academic or traditional vocational/technical courses, these young people have not normally been selected on the grounds of level of previous attainment, or assumed destination, but they are generally those who remain after selection for the other two groups has taken place. It is about this group that this document has been primarily written and to whom we relate at this stage the term *vocational preparation* in the classification shown diagrammatically below.

15. Some young people will move from one mode of vocational preparation to another. For instance, someone on a work experience placement under YOP may be offered a permanent position by that or another employer – in which case he or she becomes (theoretically) eligible for the opportunities and support of a UVP scheme. Another common move can arise when an individual on a full-time pre-employment course in a college is offered a job before the course has finished. In most cases, they will be encouraged by various advisers to take up the offer, rather than put themselves in a position of competing with a large number of other school and college leavers for a small number of jobs, by waiting until they have completed their course. The dilemma in which this places a student and the college would be much eased if it were possible and likely that the young person could complete this stage of their learning with


Curriculum defined by HE demands
Academic 16-19s
Selection by predominately cognitive attainments
Curriculum defined by claimed job demands
Traditional Vocationally oriented courses
Selection by school attainments plus vocational choice
Curriculum 'negotiated'
Vocational Preparation
Self and/or residual selection

* See glossary Appendix 2

the assistance of a UVP scheme which accompanied their first job.

16. If an individual fails to progress satisfactorily when following academic or traditional vocationally oriented provision, it may be perfectly permissible to say that he/she should never have been selected for the course in the first place; ie. the course is right, but this particular student should not be on it. Such an approach cannot be adopted with regard to those who are receiving *vocational preparation*. It does not make sense, for instance, to say of someone who is failing to benefit from a YOP scheme that he should never have been unemployed in the first place.

17. The individual may prefer a different mode of *vocational preparation*, but in general terms it remains true that with regard to this form of provision the curriculum will have to be tailored to suit the needs of the learners, rather than the learners being selected to fit ready-made programmes. This means that diagnosis of learning needs and the identification of appropriate learning activities need to be discussed with the learners, as part of the curriculum process. A form of educational negotiation therefore becomes part of the role of all tutors responsible for *vocational preparation*.

18. That a young person may not have had a free choice of mode means that it is important to ensure that whichever he/she does follow offers the same range and quality of learning opportunities. That UVP, YOP, and Full-Time Pre-Employment courses are each the responsibility of different agencies makes difficult the required coordination and equality of provision. At the moment,

- UVP is jointly administered by an Inter-Departmental Group of DES and D of E (MSC)
- YOP is the responsibility of the Special Programmes Division of MSC
- Full-Time Pre-Employment courses come under the combined influence of colleges, LEAs, and examining boards.*

* see 'Examinations 16-18' a Government consultative paper October 1980

This divided responsibility and, in particular, the fact that a variety of agencies – from the YMCA and ITBs to FE colleges – have been involved in implementation may not have been a bad thing, up to now. It has provided opportunities to call on a wide variety of expertise, to depart from inappropriate teaching and administrative practices and to experiment in new areas of curriculum development.

19. On the other hand, the disadvantage of continuing to view each mode in isolation is that there may be inequality between the learning opportunities in different modes; desirable transfer and co-operation between modes will be inhibited, and discontinuities in educational progression will continue to exist.

20. The FEU believes that the co-ordinated curriculum approach outlined later in the document is an essential development in the process of removing any inequality, discontinuity and inflexibility that exists in and between these modes.

21. In curriculum terms, it now makes more sense to talk of *vocational preparation* as work experience-based, employment-based, and/or institution-based (ie college or school).

These curricular modes do not always simply correspond to the administrative modes referred to in paragraph 18 above. The relationship between the administrative and curricular modes is shown in the following diagram.*

* Case studies illustrating the operation of the three modes are contained in Appendix 4

22. For instance, it is possible for a YOP trainee to be based on an employer's premises for a work experience placement (with possible day release to college), OR for him or her to be based full-time in college (with the possibility of some work-experience arranged by the college). Although most UVP schemes only involve day-release to college, some have extensive periods of block release. Some full-time LEA funded courses have important work-experience elements. Some college-based YOP schemes for low achievers and some training workshop schemes last for as long as the full-time courses investigated in "A Basis for Choice". In spite of this complex network of provision we see no reason why similar curricula criteria should not apply to all such schemes.

23. Because of the developing situation and the unco-ordinated provision, the FEU has itself published documents* which treated UVP, YOP and Full-Time Pre-Employment courses in isolation. While these reports differ in the emphasis which they give to certain issues, it is now apparent that an approach or process developed and recommended in connection with one mode can be applied with advantage in the context of the other two. This and the arguments described earlier lead us to conclude that we must now give consideration to the features that all modes of *vocational preparation* should have in common.

* Experience Reflection Learning – suggestions for UVP scheme organisers April 1978
Supporting YOP – for colleges involved in YOP July 1979
A Basis for Choice – Study Group on post-16 pre-employment course June 1979

Administrative mode	UVP	Full-time Pre-Employment	YOP
Curricular mode	employment-based	Institution (usually college)-based	mainly work-experience-based. Some college-based
Responsible Bodies	DES + MSC(TSD) ↓ ↙ IDG + ITBS	Colleges/LEAs Examining Bodies	MSC(SPD)

SECTION III

The Participants, the Provision, and the Needs

24. We start from the point that in this document we are considering the developmental needs of adolescents in the 16 – 19 age range. The problems of adolescence, although often exaggerated, remain real and enduring, differing in the stage at which they are resolved for each young person. There is no lack of evidence to indicate that if a satisfactory transition to adulthood is to be made, some form of self-fulfilment has to be acquired by the adolescent. "Without adequate feelings of self-value one has an inadequate sense of responsibility."* For the low-achiever, without the supportive framework of proven conventional academic success, and without a job or any forseeable career development, the acquisition of self-achievement becomes a near impossible task. Any curriculum process which contributes positively to a young person's essential personal development can be defined therefore as an essential social process.

25. As well as identifying the common characteristics of vocational preparation schemes, it is important to develop an awareness of the distinctive differences which exist between *vocational preparation* and more conventional provision.

26. There is a substantial number of young people who do not form part of the target group for academic or traditional vocationally oriented courses. This is the group for whom *vocational preparation* is a prime necessity. We estimate that this is about half of the sixteen year old age group. This total is composed of some 90,000 of those who voluntarily stay on in full-time education in schools and colleges, over 200,000 who enter employment which offers no accompanying education or training, and an increasing number who leave school but fail to find a job.

27. A few young people who would benefit more from traditional vocational/technical courses may find their way into *vocational preparation*. Initial guidance, diagnosis and counselling may reveal that some should be reallocated to traditional courses of one kind or another. This may be because of earlier guidance failures, or because of late development of ability or motivation. There will also be some young people who are fully and realistically committed to certain trades and who, at other times, would have obtained an apprenticeship or some other formal training. Their personal and career development may be better promoted through college-based vocationally orientated education/training, rather than *vocational preparation*. Some of them could (and do) make a success of a full-time vocational/technical course but, without the supportive framework of an employers' training scheme, a complementary programme of *vocational preparation* is surely still necessary.

In addition, there will always be a case for some young people to follow a 'mixed economy' course. For instance, they may wish to gain an O level or two in subjects in which they have a particular interest, whilst still basically following a *vocational preparation* scheme. There has always been this kind of mixing of academic and traditional vocational/technical courses and qualifications, not only in order to satisfy the wishes of individual students, but also to ensure that the education they have received is recognised in as many quarters as possible.

28. There will be of course a small minority of young people with such severe learning difficulties that special provision may have to be continued for them after the age of 16. This may be because either they need more sheltered provision than *vocational preparation* would normally provide, or because they are not likely to achieve even the minimum standards of attainment in basic skills which we later argue should be specified. The 1980 Government White Paper* has proposed a framework for implementing some of the Warnock Committee proposals, although many curriculum problems remain.**

29. For all young people the transition from school or college to work or unemployment can be a traumatic experience. The ease of this transition has much to do with the stage of maturation of the young school-leaver and there is some evidence to indicate that the transition is a less acute problem for the academic young person than the non-academic.*** Traditionally the more academic pupil tends to "buy time" by staying on in education. The apprentice, though perhaps less academic, tends to enter his world of work via protective agreements, invariably supported by release to college. The low achiever, who is probably the least able to come to terms with the outside world, is the least supported in this transition. When jobs are plentiful there is some evidence to indicate that they "survive" this transition by frequently changing jobs in the initial stages. Increasing unemployment now precludes this strategy. It follows that for *all* young people some form of *vocational preparation* is a necessity and in the long-term a more comprehensive provision of this element of education and training may well be seen as making a major contribution to the flexible work-force that our changing technologies appear to demand. For example, it is generally admitted that our present rather rigid apprenticeship system needs reappraising in the light of change. A first year of apprenticeship comprising broadly based *vocational preparation* would allow the design of a modular superstructure giving greater flexibility with respect to changing skill needs and entry to training, an opinion apparently shared by the MSC.*

In the short-term however because of the particular problems facing the non-academic school leaver, priority should be given to providing this group with *vocational preparation*.

30. This cohort does not form a simple target group with easily identifiable coherent and shared characteristics. It would be possible to identify sub-groups within the cohort, but this would be a spurious solution. It is more constructive to explore for this group common curricular approaches which suit them rather than design a series of set courses into which learners are then fitted.

We regard this "bespoke" principle as an essential feature of *vocational preparation*.

31. We would also argue that a coherent rationale for all modes of *vocational preparation* is needed, if only to provide a basis for quality control. There is a danger that *vocational preparation* will come to be regarded as the 'tertiary modern' sector of education/training – lacking in esteem, facilities and currency. (Our earlier division of 16 – 19 education into three categories, whilst serving a useful purpose, has ominous echoes of the division of secondary education into grammar, technical and modern.) Any remedy will lie not in insisting that a conventional approach be applied, but in promoting and demonstrating the quality of this alternative and appropriate provision, and in the development of levels of accreditation for more vocationally committed education. Much work has been done, but more progress is necessary if the required changes in attitude are to be brought about.

* "The Self in Education", J B Thomas, NFER, 1980 gives a typical overview.

* Special Needs in Education Cmnd Paper 7996 August 1980.

** FEU response to Cmnd Paper 7996 outlines some possible strategies October 1980.

*** for a useful overview of research in this area see "The Transition from School to Work: a critical review of research in the UK". Linda Clarke HMSO 1980.

* "The adoption of a modular approach to training in which basic foundation courses and specialist instruction could be combined should be considered". MSC Chairman. BACIE Conference November 1980.

SECTION IV

Vocational Preparation: its Aims and Components

32. In defining the process of *vocational preparation* we have been eclectic and have recognised the development of its definition over the last few years*. We would reiterate that such a process of preparation should be available to all school-leavers whether academic or non-academic, whether employed, unemployed or remaining in education.

The main aims of *vocational preparation* are:

a. to give to young people basic skills, experience and knowledge

b. to help them assess their potential, to think realistically about jobs and employment prospects and to optimize their employability

c. to develop their understanding of the working and social environment, both nationally and locally, so that they may understand the variety of roles possible for them to play as an adult member of society

d. to encourage them to become progressively responsible for their own personal development.

33. *Vocational preparation* should be a combination of education and training designed both to assist the smooth transition from school to work, and to support a young person in the early stages of working life. The content and aims of *vocational preparation* are derived as much from the perceived needs of the young people themselves as from a predetermined range of disciplines; and the schemes accordingly demand an integrated approach to the planning of content. Its aims range more widely than those of many conventional courses; its content necessarily spans a wide range of disciplines, and a variety of strategies have been adopted to provide the type of learning which gives *vocational preparation* its distinctive characteristics.

34. Within these aims, there is an implied content of communication, numeracy, decision-making and problem-solving, physical and manipulative skills, interpersonal relationships, moral values, social, political and economic awareness, learning skills, self-confidence and adaptability. The background against which this learning takes place is the working and adult world, and the approach should be based on experience which is as direct as possible. This may or may not include paid employment.

35. An analysis of the existing modes of *vocational preparation* leads us to conclude that they all do or should contain common basic components. We develop these in greater detail in Appendix 3, but they are described briefly below. Many of the components of *vocational preparation* which follow are not unfamiliar to the sensitive and responsive teachers in mainstream further education. However, all are seen as necessary in *vocational preparation* to achieve, with young people whose needs do not form a conventional coherent pattern, the wide-ranging aims quoted above.

36. The curriculum for *vocational preparation*, like any other responsive programme of individual development, should be a matter for NEGOTIATION between the various participants including the young people themselves. Experience has shown that negotiation is likely to be made effective by the use of two mechanisms, each of which is becoming more widely used.

37. The first is the personal PROGRAMME (or Agenda), which results when a young person makes (with guidance) his/her own selection of the things he/she needs to learn, the way in which they will be learned and the vocational focus for this learning.

38. The second is the use of CONTRACTS; between the agencies which contribute to the different learning experiences within a scheme (eg employers, college, career and youth services); and between the young person (and his/her parents?) and the particular agency to whom he/she is responsible. Once the framework of desired learning experiences has been constructed, it should be recognised that the implementation and administration of *vocational preparation* schemes require different agencies to contribute as negotiated to the learning contract. This component of NEGOTIATION is not a new feature in education, particularly in post-16 curricula. A-level students in progressive institutions have long since arrived at their individual programmes of study at the end of discussions involving the young people themselves, tutors and parents. In further education, course tutors often carry out an intensive process of negotiation with the young person and his/her employer before placement is settled. (This particularly applies to modular curricula such as TEC.) For *vocational preparation* it appears necessary to define the process of negotiation explicitly because the overall situation is more complex, if not more critical. Motivation of the young person by giving him/her some real responsibility in the planning of his/her programme must be regarded as an essential element of his/her personal development.

39. Another essential component in the *vocational preparation* process is that covering COUNSELLING, GUIDANCE and ASSESSMENT. Counselling and Guidance are necessary pre-requisites to the fulfilment of that aim (32.b above) concerned with helping the young person to assess realistically his/her potential and job prospects. Also an increased self-awareness by young people will help them to exploit their particular aptitudes and achievements in order to match labour markets, hence optimising their employability. The complexity of the task of guiding young people within one scheme or through several schemes demands the establishment of a base for personal guidance. It may be possible to use existing systems of guidance and counselling, but these need to be equipped with a wider range of information and techniques than they have at present. For the immediate future, this function will have to be performed by those bodies responsible for the schemes but it should be possible to design an independent guidance base for counselling young people, orchestrating the contributions of local bodies to a given scheme, and the FEU has sponsored development work in this area.* The development and negotiation of individual programmes as described above clearly demand that tutors should develop COUNSELLING and GUIDANCE skills as a part of their teaching repertoire. There remains the problem of certification and recognition of *vocational preparation*. Rightly or wrongly, the importance attached to certification based on examinations appears to be a major feature of our society; it is the principal means by which educators, trainers and employers value young people. Attempts to achieve status without examinations have generally failed**; the pressures from parents, employers and young people alike are too great, and in the UK at least being "non-examinable" is tantamount to a social stigma.

40. Individual student programmes, based largely on developmental needs,

---

* Vocational Preparation for Young People MSC (TSA) Discussion Paper 1975
A Better Start in Working Life (op cit)
16 – 18. Education and Training for 16 – 18 Year Olds. Government Consultative Paper. February 1979
A Basis for Choice. (op cit)

* see FEU Project Information Bulletin RP22 Personal Guidance Base

** The Beloe Report. "Secondary School Examinations other than the GCE." HMSO 1960, is a typical example.

demand the development of continuous and sensitive ASSESSMENT procedures giving both formative (continuing) and summative (terminal) appraisals of progress. We would suggest that the student PROFILE is an appropriate method of serving these needs, forming as it does a part of the guidance that should be available to all young people. This is particularly important when embarking on *vocational preparation*, or when transferring from one scheme to another. A PROFILE record of attainment would facilitate progression from one scheme to another. It provides a common system of record keeping and certification, making redundant the need for an overall pass/fail grade, allowing the recognition of important personal qualities which cannot be formally assessed. In short we are saying that the aims of *vocational preparation* make it necessary to regard COUNSELLING, GUIDANCE and ASSESSMENT as a single component of closely inter-related elements. Further, the PROFILE method of recording assessments has been shown to be a progressive way of making possible this inter-relationship. This is discussed further in Appendix 3.

41. It will not be sufficient to simply equate any 'voc-prep' certificate with examinations currently existing. With few exceptions, these examinations are either dominated by the normal distribution of conventional (academic) ability or by levels of easily measured competence. Experiential learning and increased personal and social maturity are not amenable to simple, formalised measurement and grading and as such are neither recognised by the existing examination system nor by the public at large. By adopting the PROFILE method of recording assessments we are suggesting that recognition should be given to those aspects alongside the more easily recorded and interpreted assessments of performance that will also exist.*

42. To support this process of revaluation of non-academic education, colleges need to encourage the holders of *vocational-preparation* profiles to enrol in conventional courses; the national FE (and HE?) examinating/validating bodies should make special reference to the profile when describing access to their schemes; and employers should consciously attempt to use *all* the information presented on the profile** in making their assessment of young people for employment.

43. A further major component of *vocational preparation* is the ACQUISITION OF BASIC SKILLS. By this we mean a level of ability, achievement and understanding in essential areas of knowledge and skill which will increase a young person's chance of making a success of adult and working life. These skills should be broad-based and transferable, rather than specific and job-restricted, and should include that range known as Social and Life Skills. The study and mastery of specific craft tasks or topics may well be an essential element of this component, but primarily they should be taught as a means of obtaining this broad skill base. By defining a range of BASIC skills we imply that they must be generally regarded as essential. In this sense we have to ensure that all young people have the opportunity to acquire them. This calls for some form of generally acceptable COMMON-CORE which once constructed can be used as a checklist against which a young person's previous experience can be matched and in the light of which a possible PROGRAMME and CONTRACTS can be NEGOTIATED. The content and nature of basic skills are discussed further in Appendix 3.

44. It is axiomatic that for most people learning is effective if it is seen to be relevant. This applies particularly to our target group and there is much evidence to indicate that for many young people RELEVANCE is related to EXPERIENCE. For young people this experience may be work or other real-life situations. A preferred vocational focus, even if ephemeral or vicarious, often provides the necessary motivation for further learning and provides a base for development. All good teachers know the importance of starting any learning process by relating to the students' previous knowledge and experience and building on those. We contend that this group of young people often find it difficult to relate generalised deductive learning and teaching strategies immediately to their perceived needs. A more inductive approach based on their experiences, reinforced wherever possible with specific and concrete examples, has proved to be effective. This is a demanding task for any teacher and we discuss later the staff development implications of this approach. In the meantime we simply question whether the undoubted elegance of the deductive academic approach is always capable of producing the educational effects we require for these young people.

45. It follows from the above that we see some form of work-based, residential and/or simulated EXPERIENCE as essential to the process of vocational preparation. These too are discussed in greater detail in Appendix 3.

46. Appendix 4 provides illustrations of the approach to three different kinds of provision: a YOP scheme, a UVP scheme, and a Pre-Employment Course. Appendix 3 contains a more detailed description of the curriculum elements and characteristics outlined in the section above. Appendices 5-8 contain specific practical examples by way of illustration of (respectively) an individual PROGRAMME (or AGENDA), CONTRACTS, a PROFILE report, and a COMMON CORE checklist. To illustrate the possibilities of experience-based learning, Appendix 9 outlines a project-based scheme; Appendix 10 gives guidelines for and illustrations of work experience, and Appendix 11 outlines a Residential Programme.

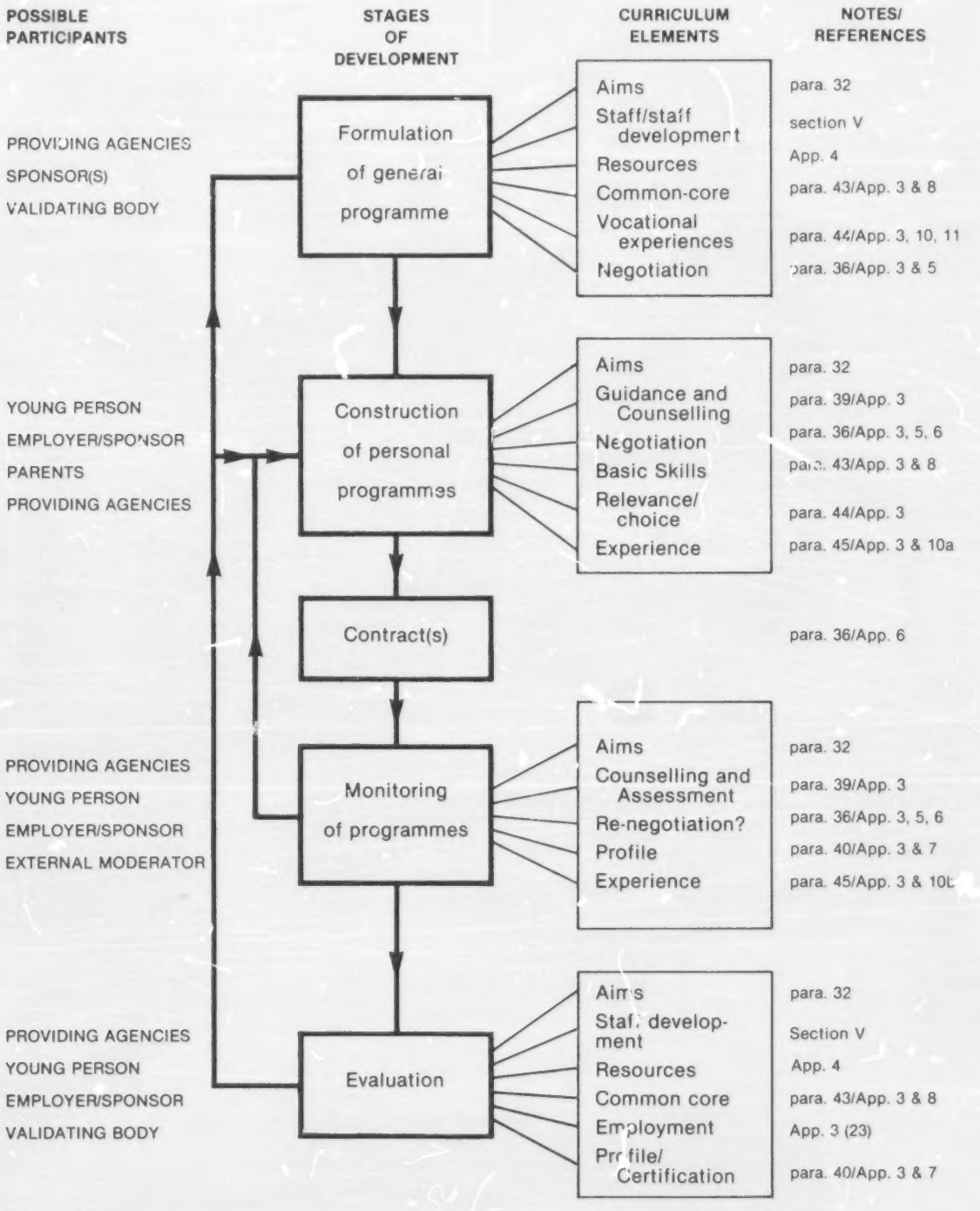
The descriptions and commentaries in Appendix 4 show that no one mode of *vocational preparation* is uniquely suitable. All have advantages and defects: eg. the range of EXPERIENCES and the quality of BASIC SKILLS acquisition in YOP schemes are difficult to control; the time allowed in many UVP schemes for the acquisition of BASIC SKILLS is often insufficient; and college-based schemes cannot always provide the necessary WORK EXPERIENCE. What is required is more co-operation and co-ordination between the providing agencies. In identifying curriculum criteria common to all modes of vocational preparation, we hope that this document will make possible increased co-ordination, thus alleviating any disadvantages and discontinuities that exist.

---

* An analysis of the common-core suggested in A Basis for Choice APPENDIX 8 will show that the performance level required in the communication and numeracy areas correlates quite highly with that required in the first year of many vocational training schemes.

** Employers contributed to the development of the profile used in the pilot studies for A Basis for Choice, see APPENDIX 7, and at the time of writing the FEU and CBI are discussing ways of promoting the use of this profile by employers.

The following diagram describes a tentative model of curriculum development for vocational preparation



eg. (See Appendix 4c) For a college-based Pre-Employment Course the **Providing Agency** would be the college, the **Validating Body** and **External Moderator** may be an FE examining body. There may or may not be an **Employer/Sponsor** for individual students and the college may or may not require to negotiate with an outside body in the provision of an adequate range of experience.

SECTION V

Staff Development and Support

48. This report has attempted to unify the discrete curriculum developments of YOP, UVP and ABC* into a common philosophy of *vocational preparation*. Many of the same arguments can be applied to the staff development in this area. There have been separate staff development exercises associated with YOP, UVP and more recently ABC, but many of the staff concerned are the same and many of their problems are common. What is needed, therefore, is a unifying conceptual framework of staff development needs in the area of *vocational preparation* to support curriculum design and implementation. Once constructed such a framework would be able to place in perspective work that has already been done, and identify what future staff development work may be required including guidelines to college-based staff developers and others. A useful start to the guidelines was made in Annex D to "A Better Start in Working Life" (April 1979). FEU intends to follow through this broad framework.**

49. Staff development will need to be promoted at a number of levels to enable colleges to cope with the new demands of the vocational preparation group but the main emphasis will need to be on development of staff already in post and requiring immediate support. Inter and intra-college based staff development is the most likely mode to ensure positive response to curriculum change, particularly if supported by LEAs and RACs.

50. It is recognised that initial teacher training has a role to play in the longer term development of the teaching force and in encouraging a favourable climate for change in FE curricula. All initial FE teacher training courses should contain information on and an orientation to vocational preparation as an important and growing element of FE provision. Additionally there should be opportunities for teachers in training to undertake more extensive applied teaching studies in relation to the vocational preparation group. Such studies should incorporate as large an element of field-based activity and experience as possible.

51. In a future publication FEU will seek to describe a number of alternative strategies for college-based staff development, supported by case studies of implementation in each case. Colleges will thus be able to select the most appropriate strategy for their particular circumstances. There is little doubt however that a major programme of staff development for *vocational preparation* is necessary in further education and probably in the school sector.

52. *Vocational preparation* as described in this document will be new to many colleges and schools and requires commitment at a senior management level if it is to succeed. No college can expect to institute an adequate system instantly; the minimum lead-in time is commonly estimated to be at least three months, and more probably six.

53. Innovation should arguably begin with the self-education of senior college management. The way in which this involves the Principal, a Vice-Principal or Heads of Department will depend on the organisational structure of the college. *Vocational preparation* should be seen as a college-wide activity, but responsibility for course development needs to be clearly allocated. The responsible person(s) must join, create or maintain supportive networks both outside and inside the college.

54. Regionally and nationally, contacts have to be established between contributing agencies, and between similar institutions which can benefit from each other's experience. Within the college, a start has to be made on identifying those staff most willing and able to take part in *vocational preparation* schemes, and capable of acting as initiators. These individuals will often be found in a range of departments and in a variety of grades, hence the importance of a co-ordinator at a senior level. This is also essential so that a realistic set of possible action-plans can be drawn up, which take into account the likely requirements and constraints, such as accommodation, materials, staffing, inter-departmental barriers. A study-day involving all interested parties can be a useful starting point for this planning.

55. Individual members of staff engaged in vocational preparation will have to be supported by a programme of staff development matched to their experience and role. An essential list of staff development requirements was given in "A Better Start in Working Life" (Annex D).

In the light of our analysis we would translate this list into the following activities in which staff will probably require support:—

- liaison and negotiation with agencies outside the college
- the use of participative teaching/learning methods, particularly simulations, role-play and group work of various kinds
- the counselling of and negotiating with learners about their learning programmes even where they are not directly responsible for guidance/counselling as such
- the use of resource-based learning and teaching workshops
- the construction and use of profiles
- course team membership, including group design and evaluation of the curriculum
- language and numeracy development – even tutors who may not be directly responsible for teaching in those areas need to be aware of the demands they are making on the learners
- flexible curriculum planning and implementation, working against a check-list rather than through a syllabus, and emphasising the process of learning as well as covering content
- the planning and operating of residential periods, which make particular demands. Specialist staff or agencies might be employed, but it is important for the integration of the scheme that other regular staff should also participate.

56. This is a formidable and somewhat idealistic list but it gives an indication of the range of support which should be available. Not all staff will have the same needs, nor do all of them have to be competent in all these aspects. It is, rather, the course team as a whole which has to encompass this spread of expertise.

57. It may be helpful to adopt an analogous approach to that we have suggested is necessary for the young participants in *vocational preparation*. College management should discuss individually and corporately with the staff concerned to identify personal development programmes for them. These programmes will probably involve a mixture of visits to outside bodies and courses, group activities with colleagues, and where necessary, schemes of training in specific professional skills. The major part of the necessary development will probably occur not in the preparatory phase but in the process of actually planning and implementing schemes. Tutors too must be able to learn from their experience, and it is crucial that the ethos of the team and the attitude of the college management should encourage this. In more mundane terms, this means that time and space must be made available for scheme

* See Glossary

** See Project Information Bulletin RP35 FEU January 1981 Staff Development

evaluation and re-planning on a continuing basis.

A more flexible approach may also have to be adopted to the method by which a tutor's work-load is calculated. This is demanding and time-consuming work. One case-study* has estimated that the time necessary to secure a work-experience placement can be up to 13 hours, and in the light of this type of data it may be more appropriate, in the long term, to talk of his/her commitment to a given number of *vocational preparation* participants, rather than simply in terms of a number of class-contact hours. The teacher/management negotiating bodies are urged to appraise the suitability of existing contracts in the light of these changing needs and the necessary revaluation of 'non-academic' teaching.

58. Because of the flexible approach required of staff, with regard both to curriculum planning and teaching methods, and the emotional and intellectual demands made upon them, tutors may need the same access to personal guidance and counselling as we advocate for students. Teachers too are in transition, having to keep themselves open to and honestly reflect on new experiences if they are to develop. They may also be under considerable emotional pressure from some of the learners for whom they are responsible. Much of the necessary support may come from the staff team, but the team as a whole may benefit from the advice and guidance of a sympathetic "outsider".*

59. Once an effective *vocational preparation* scheme is established, new tutors may be trained largely by participating in the team. There will still be, however, a need for courses on specific topics, such as those listed in paragraph 55, to be provided by colleges themselves, LEA advisers, colleges of education, and other agencies.

60. All of this implies that both LEAs and colleges should (initially at least) operate some "positive discrimination" in favour of staff involved in *vocational preparation*. There should be no damage to the career prospects of those willing to commit themselves to what is classified as "low-level" work.** Again, we would suggest that the negotiating bodies should consider whether it is not time for a radical reappraisal of the way in which this area of work is valued, and thus graded, by the FE and school systems.

61. The non-teaching staff in colleges and schools have an important part to play in *vocational preparation*: caretakers, office staff, technicians, telephonists are all responsible for the way in which young people are received into a college. College management need to prepare non-teaching staff in similar ways to teaching staff, by discussing with them the aims of vocational preparation and explaining any new demands which the whole college will need to meet.

62. *Vocational preparation* is dependent upon a co-ordinated provision from the different agencies of careers service, voluntary associations, and industry as well as colleges and schools. The preceding statements about staff development and support in colleges may well hold true of other agencies, though there will be specific differences of interpretation. Careers Officers may need guidance in their negotiations with young people about the learning programmes envisaged through entry to a particular mode of *vocational preparation*. As sponsors of YOP, voluntary associations may employ instructors and supervisors with roles, and hence needs, directly comparable with those college staff. In industry, employers may nominate industrial tutors from among their staff, who will require preparation for their new roles.* All agencies should prepare themselves for the demands of *vocational preparation* if it is to succeed; whilst some notable efforts are already being made,** perhaps the best way forward lies in cooperation between the agencies and in mutual development and support.

---

* Learning Strategies. Sandra Egleton. London Into Work Development Project. Ashridge Management College. 1980.

* See for example: FEU project report Reflexive Learning and a Staff Group. Grubb Institute.

** See FEU project report Transition and Access on the effect of an authority's decision to allocate senior staff to this area of work.

* See FEU Project Information Bulletin RP27 "The Industrial Tutor". FEU 1980.

** see for example MSC's provisions for the training of sponsors' staff in YOP, including CGLI No 926 – The Instructor-Supervisor Award.

SECTION VI

Summary

63. *Vocational preparation* is at the moment uncoordinated, uneven and of low status. This report maintains that whilst the experience of *vocational preparation* should be available to all young people, there is a particularly urgent need to provide it for our less academic young people. This document aims to create a curriculum framework capable of bridging the gaps that exist between the education and training sectors, thus providing for young people a coherent system having essential common components. (Paragraphs 10-23, Appendix 3.)

64. *Vocational preparation* needs to be seen as an essential process of personal development, requiring a programme based as much on the self-perceived needs of each young person as on requirements defined by professional adults in education and training, and employers. It should be available to all school-leavers irrespective of their level and mode of study, training, and employment. Our short-term priority however must be to provide it for those school-leavers not at present able to benefit from the more conventional academic or vocational training schemes. It must be recognised and accredited as a legitimate and valuable educational process. (Paragraphs 24-31.)

65. *Vocational preparation* requires a combination of education and training designed both to assist the smooth transition from school to work and to support a young person in the early stages of working life. The achievement of its aims requires the inclusion of certain components: Negotiation; the Acquisition of Basic Skills; Guidance and Assessment; Relevance and Experience. By establishing curriculum criteria which should be common to all modes of provision we may help to reduce the fragmentation and duplication of effort which currently characterise curriculum development for this growing group of young people. The recognition of the profile form of certification by education, employers and the public at large is vital to the success of this concept. (Paragraphs 32-47, Appendices 3-11.)

66. *Vocational preparation* is demanding and, as yet, undervalued work. The complexity and importance of the teaching and learning strategies to be adopted need to be recognised by a fully supportive programme of staff development. Some re-appraisal of the way this area of work is graded and rewarded appears to be an essential factor in any revaluation. (Paragraphs 48-62.)

67. Any form of national traineeship proposed for all young people must involve the process of *vocational preparation*. Within any such national training plan there needs to be a compatible and unified curriculum philosophy, capable of developing a young person's employability and personal development to the fullest possible extent. This document is a contribution to the formulation of that curriculum philosophy. (Preface and Introduction.)

APPENDIX 1

Membership of Vocational Preparation Advisory Group

T G Melling (Chairman)	Director, F E Unit (until September 1980)
R Brown	Advisory Teacher for F/HE, ILEA
M Clare	Principal Lecturer, Garnett College
R Croucher	Lecturer, Havering Technical College
R I Davies	Vice-Principal, Cross Keys Technical College
A S Kennedy	Principal Lecturer, South Devon Technical College
J Lance	Tutor for in-service education, Portsmouth Polytechnic
M Levy	Development Officer, FE Unit
D Pride	Head of Extension Studies, Bolton College of Education (Technical)
K Rowland	Principal, Tresham College
T Storrie	Principal, Consett Technical College
R Thorogood	Development Officer, FE Unit (until September 1980)
E Tuxworth	Principal Lecturer, Huddersfield Polytechnic
G P Stanton	Development Officer, FE Unit (Secretary) (until September 1980)

APPENDIX 2

Glossary of Abbreviations and Terms

Agenda	See 'Programme'.
ABC	"A Basis for Choice" (the Mansell report) (FEU 1979). A report concerned with 16+ year olds on Pre-Employment Courses. It proposes a framewok or criteria for all such courses, consisting of a common core and an induction period, a broad vocational focus, some specific job skills and assessment and achievements laid out in the form of a profile. Now the preferred curriculum base for 17+ examinations as suggested in the Consultative Document "16-18 Examinations" 1980.
BEC	Business Education Council – set up in 1974 largely parallels the work of TEC, but in the field of business education and covers 'craft' as well as 'technician' occupations.
CFE	Certificate of Further Education – a system of one year full-time courses devised by some FE Regional Examining Boards.
CGLI	City and Guilds of London Institute. The CGLI awards certificates for studies, mainly part-time and primarily at craft, operative and technician level, although the latter are being progressively phased out in favour of the Technician Education Council.
Contract	Agreements *either* between providing agencies as to how each might contribute to a particular scheme and/or between a scheme organiser and an individual young person about what learning opportunities are needed and are to be provided. Specific learning objectives or targets may also be agreed.
DES	Department of Education and Science.
DITB	Distributive Industry Training Board.
ESD	Employment Services Division of the MSC; responsible for Job Centres.
FE	Further Education, correctly used to mean all post-school education excluding universities, but sometimes used to describe non advanced further education (NAFE) as distinct from advanced further education (see HE).
HE	The higher education system responsible for courses followed in advanced further education (AFE) or the University sector, where the standard of instruction is above that of the Ordinary National Certificate, General Certificate of Education (Advanced level) or equivalent.
IDG	Inter-Departmental Group. Joint Group of the Departments of Employment and Education and MSC, formed to oversee UVP activities.
ITB	Industrial Training Boards – set up in 1964, covering about 55% of the nation's working population with the function of ensuring that their industries are provided with sufficient skilled manpower. (At present under review)
LEA	Local Education Authority – responsible under the Education Acts for the provision of education within that local authority.
MSC	Manpower Services Commission – a body established under the Employment and Training Act 1973 to undertake the Department of Employment's responsibilities for training and employment exchanges. It has three major operating divisions, Employment Services, Training Services, and Special Programmes.
NFER	National Foundation for Educational Research.
NNEB	National Nursery Examination Board.
Programme	Personal programme of learning opportunities chosen by the young person, with guidance and counselling from a tutor, from a check-list which includes a *common-core* of basic skills and experiences together with local additions related to local employment needs and to the facilities in the agencies providing the learning.
roll-on, roll-off	a pattern of attendance where groups of students do not necessarily start and finish a course at the same time, but individually join and leave as circumstances dictate.
RSA	Royal Society of Arts – concerned mainly with commercial education, is a major provider of curricula and examinations in clerical and secretarial skills.

RP	FEU produces Project Information Bulletins (PIB) on its Research Projects (RP) which are referenced by a number.
SPD	Special Programmes Division of the MSC. Responsible for YOP. A Special Programmes Board and 28 Area Boards and 31 Area Offices were established from April 1978 to operate YOP. The Area Boards have the responsibility of planning local YOP provision.
TEC	Technician Education Council – set up in 1973 to plan, administer and keep under review the development of a unified national system of technician courses.
TSD	Training Services Division of the MSC.
UVP	Unified Vocational Preparation – a scheme operated jointly by IDG for young people in jobs with which systematic training and further education have not normally been associated.
vocational focus	a particular work interest of the young person which is used to develop more general abilities and skills.
WEEP	Work Experience on Employers Premises – one of the four kinds of work experience programmes offered to YOP trainees. Placements usually last about six months and should offer induction, planned work experience, personal advice and support, and training or further education (not necessarily in a college). About 75% of all YOP trainees were in this category in 1980 and the rate of release to FE is about 30%, though there are regional differences.
YOP	Youth Opportunities Programme – launched on 1 April 1978 – under the Special Programmes Division, Manpower Services Commission, directed to those aged 16-18 who are unemployed.

APPENDIX 3

An Analysis of the Components of Vocational Preparation

Section IV of this document describes briefly the components considered to be essential to the process of *vocational preparation*, in whatever mode it appears, whether work, unemployment or college-based or any combination of these.

This Appendix analyses these components in greater depth and describes where and how they are or may be successfully applied. In no way is it meant to be prescriptive.

Paras 36-41 have summarised the four components of *vocational preparation* as

1. NEGOTIATION
2. COUNSELLING, GUIDANCE AND ASSESSMENT
3. ACQUISITION OF BASIC SKILLS AND KNOWLEDGE
4. RELEVANCE AND EXPERIENCE

Each of these components comprise elements of activity which, although described separately, are not necessarily to be taken as discrete. Indeed if the process of *vocational preparation* is to be successful, integration and co-ordination of all the components and elements into a whole entity as far as each young person is concerned is essential. We believe that such integration and co-ordination can only result from a deliberate range of activities under the heading of negotiation.

1. NEGOTIATION

1.1 The idea of negotiating the curriculum is not new, in schools*, further education or in training. This process takes place between teachers and learners, teachers and trainers, and between different agencies such as colleges, employers, parents, MSC, ITBs and validating bodies. Sometimes formal contracts are the issue of the negotiating process, sometimes simply an agreed choice of optional subjects or learning strategies.

Vocational preparation is no exception. We are concerned here not only with a variety of different agencies that might contribute to the provision of a programme but also with the participation of the young learner. We have already stressed that *vocational preparation* needs to be matched as much to the perceived needs of the young person as to those of any employer, potential or otherwise. We would also reiterate that part of the necessary process of self-fulfilment for the adolescent is the generation of self-confidence, mainly by the opportunity of making responsible choices.

Vocational preparation should not be seen as a continuation of the normal school experience which inevitably appears to many young people as custodial; it must appear as a participatory venture requiring responsibility and self-criticism; hopefully resulting in increased motivation.*

1.2 Thus we would hope that out of this type of negotiation would emerge some form of contract between the providing agencies and the young person; and some form of programme, sometimes called a learning agenda, describing the order and nature of the learning experiences that would be provided. Both of these "documents", exist at different levels of formality and represent states of commitment both by the providing agencies and by the young person. The most familiar formal learning contract is probably the apprenticeship, but where the possibility exists of *vocational preparation* being associated with some form of 'traineeship', then other forms of contract and agenda will be required. APPENDICES 5 and 6 give examples of each, and APPENDIX 4 indicates their place in existing modes of *vocational preparation*.

2. Counselling, Guidance and Assessment

2.1 *Vocational preparation* is about easing the transition from school to work. This document is about the type of *vocational preparation* we think ought to be available for the 16-19 age group. This does not mean that it should be exclusive to this age range; similarly we believe that counselling and guidance should not be seen as an exclusive provision for this age group. It is in that context we now concentrate on the counselling, guidance and assessment component of *vocational preparation*.

There is ample evidence to show the value of a vocational interest as a motivational force for learning. The favourable response to "A Basis for Choice"** shows how acceptable, if under-valued, is the concept of a vocational focus. Cooking a meal, planting a shrub, painting a door, typing a letter, – are typical real-life tasks on which enterprising and imaginative teachers have long based much of the learning of many conventional academic topics. For more sustained motivation a firmer, if still general, vocational commitment is required. Guidance and counselling are obviously required to ensure that the commitment is informed and realistic not only at the point of initial choice (whenever that is) but also during the learning process. In this we agree with the philosophy of the National Institute for Careers Education and Counselling* that careers education should be developmental, not a peripheral activity but recognised as a central educational function.**

2.2 It is beyond the scope of this appendix to describe in detail the various principles and mechanisms of a field of activity which ranges across a spectrum from information-giving, which presents facts which the students then relate to their own situations and needs, through advice, in which this "relating" task is performed by the adviser, to counselling, which is essentially non-directive. For each individual the needs are unique, and demand an optimum blend of information, advice and counselling to match that individual. There is no doubt however that the process of guidance, counselling and assessment should be co-ordinated across the various agencies providing the young person's programme of *vocational preparation*. This requires to be done in such a way as to be perceived by a young person as a 'base' to which he or she can return and receive guidance, irrespective of whether he has changed his mode of agency provision. The FEU is piloting through NICEC*** the creation of such a concept. It follows from the above that the guidance and counselling that a young person receives throughout his programme should be objective, well-informed and supportive. This requires considerable skill from the counsellor whether he/she is a teacher or trainer, not only in providing this type of support but knowing when to 'refer' the young person to an appropriate specialist, should this be necessary.****

2.3 The third element of this component is that of assessment. By this we mean the appraisal of a young person's progress and achievement by the professional teachers, trainers, mentors etc responsible for the provision of his programme, and by the young person. It is obviously the more formal element of the counselling process and it must be of value to potential employers. But it must also remain essentially supportive and

* see for example Negotiating the Curriculum – a study in secondary schooling. Penelope B Weston, NFER 1979.

* Some interesting examples of negotiating and implementing a 'remedial' programme with students are described in Learning Strategies by Sandra Egleton, as part of the London Into Work Development Project. Ashridge Management College 1980.

** A Basis for Choice. Report of a Study Group on post-16 Pre-Employment Courses. FEU June 1979.

* eg see Aims of NICEC in its 1978/79 annual report.

** see Advisory Council for Adult and Continuing Education: *Links to Learning*. Leicester ACACE 1979.

*** A Personal Guidance Base: FEU Project No 22. Project Information Bulletin.

**** At the time of writing the FEU is consulting with NICEC on the possibility of a project to develop further guidelines on the guidance and counselling aspects of vocational preparation.

reinforcing: rewarding the young person for what they can do, rather than penalising them for what they cannot do. The type of *vocational preparation* we are suggesting in this document is a complex programme of personal maturation and vocational orientation, involving the mastery of basic skills, the development of values and the exposure to essential experiences. It is quite impossible to test formally all these learning experiences and, together with the young person, the adult responsible for monitoring progress at any point should record, where possible, mutually agreed assessments of aspects of that progress and achievement. A suitable mechanism for recording this mix of objective, subjective, formative and summative assessments is the profile and we see this not only as a basis for certification but also a device supporting the counselling process.

The concept of profiling is not new. It has been used in schools, colleges and in training.* In particular we have been encouraged by the positive reception of the profile model developed as a component of "A Basis for Choice". This is illustrated in APPENDIX 7. At the time of writing this is being further developed as part of a joint FEU/CGLI project. APPENDIX 4 indicates the place of a profile in the existing modes of *vocational preparation*. Its use requires extra skills from the teacher or trainer involved. Our experience is however that given sufficient supportive advice, users and consumers rapidly master the necessary techniques of dialogue, assessment and interpretation.

There appears no future in insisting that *vocational preparation* remains uncertificated. Indeed the whole thesis of this document is that by the time any young person has gone through the curriculum process we describe they should be better prepared for adult and working life. Some form of certification to this effect therefore appears desirable.**

The implication of this is that we need to accept that the satisfactory transition from school to adult working life is something of which a young person should be justly proud, whether or not he or she possesses other more conventional examinations.

3. Basic Skill Acquisition

3.1 The rationale for the opportunity to acquire basic skills by all young school leavers has been described briefly in Section IV (paragraph 43). It is apparently unchallenged in general, although the detailed criteria will always generate discussion. YOP and UVP schemes specify many of these skills and the FEU has itself paid considerable attention to the teaching and learning of Social and Life Skills.* *Vocational preparation* schemes however should provide where necessary not only social education but a range of other skills and experiences which will enable each young person to remedy any defects or weaknesses and to advance his or her learning across a wide spectrum.** Again we have been encouraged by the reception accorded to the common-core component of A Basis for Choice and in APPENDIX 8 we reproduce the aims and objectives of that common-core.

3.2 We suggest that a common-core such as that described in APPENDIX 8 would form the basis of a national check-list of basic skills that should be discussed with the young person as part of the negotiating process we describe in 1 above. All these skills and experiences should be on offer whatever the mode of *vocational preparation*. Some of them will have been previously achieved by the young person at school, others may have been under-achieved or even wrongly appraised. This is why negotiation cannot be easily separated from counselling, guidance and assessment, it also means that we cannot consider the check-list as a static device used only initially and never reviewed. It is not only necessary to regard the check-list as an essential diagnostic and assessment device, it is also necessary to regard the check-list as a dynamic structure, covering skills in:—

- language: (reading, writing, speaking and listening);
- number: (calculation, measurement, graphs and tables);
- visual understanding and expression (non-verbal);
- manipulative dexterity and co-ordination;
- problem solving;
- everyday copying;
- interpersonal relationships; and
- learning;

and experiences related to: —

- career options;
- work and society;
- economic and political problems;
- the environment; and
- values.

3.3 Such a check-list therefore requires to be kept under review and supplemented if necessary so that it continues to be relevant to the needs of society in general, to the local employment situation, and to the young person. Technologies are constantly changing and skills are disappearing: thus the skills of any common-core must be as transferable as possible. But the transferability of skills within the context of *vocational preparation* is as yet under-researched and under-developed in terms that the ordinary teacher/trainer can fully understand. Much work needs to be done in this area and again at the time of writing the FEU is discussing with the MSC and other agencies how empirical development in this field can be promoted.

3.4 In the meantime, the concept of a national check-list, derived from an agreed common-core of basic skills and experiences, subject to continuous appraisal and development, is seen as another essential feature of *vocational preparation*.

4. Relevance and Experience

4.1 We have already reiterated (in 2.1 above) to most people the importance of *relevance* in the learning process. There is also no doubt that many parents and young people regard the getting of a job as the main aim of education. Employers too expect education, particularly at post-school level, to relate to the needs of industry and commerce. Whilst we have to prepare young people for the possibility of unemployment* we must equally prepare them for the probability of employment. Thus there is a high expectation of job relevance in post-16 education and the process of *vocational preparation* should not only include it but exploit it.

4.2 An obvious unifying interest shared by most 16-19 year olds is the world of work. They will want to investigate and experience the rights, responsibilities and demands involved in being an independent worker as opposed to a dependent school-child. The necessary learning and development is more likely to occur through study of, and practice in, a particular vocational sector than if the issues are approached in a more abstract fashion. A subject entitled "electronic assembly" or "typing" is far more likely to be appealing than one entitled "manipulative skills". Nevertheless, the vocational section in which the young people will end up will often be uncertain and some will find it difficult to get a job at all, in the short-term at least. Even those in work may have to be prepared to change jobs and be flexible about the skills they may need. This means that industrial and college tutors must be prepared to have these specialist interests used as vehicles for wider learning, rather than as ends in themselves. This has implications for staff development, as it does for tutors of academic subjects whose knowledge and conceptual framework may be very relevant to the development of 'life skills'. Once again, what they have to offer will be judged by the contribution it makes to enabling the young people to act more effectively in adult life, rather than by its relevance to an examination syllabus.

Integration or co-ordination does not just depend on having a common theme and approach to teaching/learning. It also requires certain machinery and procedures. At a college level, course teams

---

*i An interesting example of a profile used in the training of YOP Supervisors is to be found as an integral part of the CGLI 926 Course.

ii The RSA has a well-developed profile certificate for its Vocational Preparation (Clerical) Course.

** Anthropologists will remind us that the symbolic acceptance of one generation into adulthood by another has its origins embedded in our primitive tribal ancestry. What is necessary however is full recognition of this process and this requires the education not only of employers and parents but also the education and training systems.

* Developing Social and Life Skills Strategies for Tutors. FEU 1980.

** A useful range of learning materials is being developed by the Basic Skills Unit of the National Extension College, Cambridge.

* see for example objective 2.5 in the common-core of A Basis for Choice. FEU 1979.

need to exist, with time and place to meet, and with someone clearly responsible for co-ordination of planning and operation. Liaison between agencies can be even more difficult. At an administrative level, considerable progress can be made by clearly identifying who is responsible for what, and the method and frequency by which they are to liaise.*

At a curricular level, the UVP programme has identified some useful approaches. Steering committees for each scheme, on which are represented all the interested parties, make a valuable, if labour intensive, contribution. More likely to be generally applicable is the use of log-books in which the learner records learning activities wherever they take place and joint projects, perhaps planned at college but completed at work. APPENDIX 9 gives an example of a project-based UVP scheme. The standard pattern for the UVP scheme of DITB is a course-long project in which trainees construct an imaginary company, using the background information which they are sent to gather each week in their own firms.

4.3 Development of the ability to learn from *experience* is a vital aim of *vocational preparation* because it is the way most of us manage to survive in an adult world.

We have already indicated (see 3.2 above), that learning from experiences (experiential learning) should be regarded as an essential part of the common core. Indeed the fact that we regard this as an essential mechanism for learning must be evident from previous publications.**

The role of experience in *vocational preparation* should however be greater than that required by the common-core. Where the young person is in a job, the ability to relate other learning activities to that job, is recognised in the UVP schemes as an important process. In Pre-Employment Courses, such as described by A Basis for Choice, job-specific skills are included not only as desirable examples of a young person's competence but also as a demonstration of key experiences. Similarly in YOP schemes, the justification of work experience is not only in terms of skill acquisition but also in terms of managing those interpersonal relationships which are so essential when working with others.

4.4 Generally all modes of *vocational preparation* should be able to offer a range of experiences to all young persons capable of developing their physical, intellectual and social capacities. As in the case of relevance the provision of such a range will usually require co-ordination and liaison between the different agencies.

But in order to provide experiences to match the needs of each individual we need to invoke the process of negotiation discussed in (1) above. The basic types of experience noted in the various modes of *vocational preparation* include work experience, residential experience and simulated experience. Ideally, the young person should be offered all three and this should be a desirable policy, for all have a contribution to make to the transition from school to work.

It is outside the scope of this appendix to analyse in depth each of these types of experience and there is a full range of literature applicable to each. Briefly: –

Work experience – provides the total environment associated with the world of work, giving not only experience in the application of occupational skills but also in working with other people, often within the context of the day-to-day pressures of the occupation. Any disadvantages tend to be operational but the difficulty in ensuring that the young "trainee" is exposed to a wide and progressive range of experiences is sometimes insurmountable due to day-to-day production pressures. In short, work experience has all the advantages and disadvantages of "on-job" training. The alleviation of these disadvantages can be expensive in time and production. Properly structured however work experience must be seen as a major factor in contributing to a young person's confidence in his/her employability.* APPENDIX 10a summarises MSC's "Principles and Guidelines for Providing Work Experience". APPENDIX 10b gives an extract from a student's work experience diary.

Residential experience – if properly organised, is capable of providing an extensive range of experiences at an intensity unusual to the young person. As such the impact is often of a high order, although the long-term effect is still the subject of monitoring. It obviously cannot provide the working environment to the same extent as that given by work experience but because, temporarily at least, the young person is in a closed-system, the range of experiences can be carefully controlled to provide new challenges and fresh opportunities for personal development. See APPENDIX 11 for a typical programme.

Simulated Experience – training workshops, restaurants, offices, etc. are common features in many colleges and training institutions and there is no doubt that in many cases there is little to choose between the simulation and work-experience except that the former is more controlled. For example "unusual" occurrences can be planned giving a wider range of experience than may be obtained in the actual work situation. Any disadvantages will be those associated with the inability to provide the total environment, and an inevitable degree of unreality. The "Young Enterprise" business venture scheme would probably claim to overcome these disadvantages.**

---

* i. Experience Reflection Learning FEU April 1978

ii. Active Learning – A Guide to current practice in experiential and participatory learning, Noel Kershaw. FEU December 1979

** Cheshire LEA has done this with respect to YOP in its area, linking the LEA officers, regional MSC, Careers Service and local colleges. This has contributed to, amongst other things, a relatively high take up of FE day-release opportunities by trainees on WEEP schemes.

* For a useful analysis of the objectives of work experience and their fulfilment in WEEP schemes, see "ACTIONS" MSC. December 1980.

** Young Enterprise Projects are school/college based manufacturing companies involving the actual process of production, buying, and selling.

APPENDIX 4

Examples of Vocational Preparation

A. YOP/WEEP Scheme

a.	Organiser/Monitoring Agency	:	LEA Careers Service, in consultation with a local advisory group made up of representatives of the local authority, the Careers Service, Voluntary associations, employers, trade unions, MSC and a college of further education. WEEP placements subject to approval by the MSC and its Area Board and monitored by the MSC Area Officers.	
b.	Type of Industry and Companies involved	:	Small firms from a range of industries, usually offering no more than 2 WEEP placements per firm. Work: semi-skilled machine operating, clerical and distribution.	
c.	Trainee group and characteristics	:	15 (male and female); 16 + ; qualifications from several CSE's to a few O levels.	
d.	Outline of Scheme	:	i. On-job	: 6 months maximum on a single placement. Able to leave scheme for employment before end of that period.
			ii. Off-job	: 1 day per week in college during existing academic year. Average attendance, allowing for college holidays and roll-on/roll-off*, 15 days. Will develop basic non-job skills, notably social and life skills, and include monitoring tutorials.
e.	Staffing	:	FE College staff Each firm provides a supervisor, though in some cases this may be the actual employer. In one or two cases a supervisor may perform the wider role of an industrial tutor.	
f.	Financial arrangements	:	Trainee allowance payable to each young person; fee payable to college at an hourly rate to cover staffing, materials and overheads (including staff training). Paid by TSD.	

* see Glossary

Commentary

The above is based on an actual case. In this example NEGOTIATION includes some discussion with the young person about his choice of work experience conducted by the Careers service. (This choice which is not open-ended cannot be easily separated from the selection process.) Some NEGOTIATION takes place between the young person and the college of FE regarding the day-release component though this would have to take account of the college's ability to satisfy an individual's needs within a group context. There may be occasions when it is possible for individual students or small groups of them to pursue specific activities separately, whilst maintaining an overall level of provision and expenditure which is acceptable to both the MSC and the LEA. At a different level, negotiation is also necessary between the MSC Area Office, the sponsor/employer and the agency (in this case a college of FE) providing social, life and other BASIC SKILLS. The "contract" is in the form of a programme listing the different types of work to be undertaken by the young person. It is MSC policy that WEEP trainees should be properly supervised and that trainees should not substitute for normal recruitment and employment. These are obviously issues for NEGOTIATION but they are admittedly difficult to monitor in action.

The elements GUIDANCE, COUNSELLING AND ASSESSMENT are represented by the initial placement with the sponsor (often through a competitive interview), supervision on-the-job, tutelage in the further education component and an MSC Certificate of Experience issued by the sponsor-employer. This would not normally contain a profile assessment of performance, but would summarise the type of work experienced and the general level of the young person's capability.

By definition RELEVANCE and EXPERIENCE obviously comprise the major component of this form of *vocational preparation*. Their quality and range is a function of the work actually performed by the young person. The opportunity for reflective learning* is dependent primarily on the skill of the supervisor (or industrial tutor); the college may find it difficult to monitor and evaluate the experiences of a WEEP trainee and to assist in the process of reflection.

Although WEEP predominates at present, other forms of YOP** provide work experience including Project-Based Work Experience, Training Workshops and Community Service. Some YOP schemes such as Employment Induction Courses, Short Industrial Courses and Remedial Courses are all preparatory for work experience or full-time employment; these account for about a quarter of all YOP schemes. At the time of writing, however, only about one third of all YOP schemes have a further education element, which makes the coverage of the BASIC SKILLS component incomplete.

* See Experience Reflection Learning. FEU April 1978.

** A useful if somewhat uncritical review of work experience in Work Introduction Courses in the SE Region is available from MSC, Basingstoke.

B. A UVP Scheme

a. Organiser/Monitoring Agency	:	Distributive ITB National Steering Group (IDG/ITB), national guidelines, initial meeting with employers, occasional visit from ITB Area Training Adviser.
b. Type of Industry and Companies involved	:	A combination of large and small firms in the retail or wholesale distribution trade.
c. Trainee group and characteristics	:	15 (male and female); 16+ and 17+ qualifications ranging from one, through several CSEs to a few O levels. All employed.
d. Outline of scheme	:	i. On-job : 20 days job training 20 days job rotation
		ii. Off-job : 8 days in college of FE spread over 11 weeks; 1 week at YMCA residential centre 1 week (spread) in-firm for assignments.
		Total: 13 weeks.
		Trainees keep a log-book, and complete weekly questionnaires on the various aspects of their company's work. This information forms the basis of an imaginary company which is built up by the trainees as a "management team" during the course.
e. Staffing	:	FE college staff; YMCA tutor; "Industrial Tutor" nominated in each firm.
f. Financial arrangements	:	Small grant* to firm; wages for trainee; fees to college and YMCA. Paid by IDG.

* January 1981 £4 per day. Under review.

Commentary

The above is based on an actual case. In this example those elements involving NEGOTIATION involved discussion between the national steering group and the firms' representatives, between the ITB Adviser, the college employers, and the voluntary agency. The young people were already employed. Their participation in drawing up their in-job programmes is limited, depending on their involvement or otherwise with their nominated "Industrial Tutor". Some individual learner-teacher NEGOTIATION occurred at the college and YMCA. "Contracts" exist in the form of approval from the steering committee and the nature of employment of the young employees.

The elements GUIDANCE, COUNSELLING and ASSESSMENT are represented by the initial placement with the employer (usually competitive), supervision on-job, and tutelage in the FE component and YMCA residential period. The selection by the employers of the UVP trainees varies from a competitive situation to his/her being the only one available. Occasional contact is made with some of the trainees by the ITB Adviser.

Certification is sometimes offered in the form of a well-designed certificate of attendance. The CGLI has designed the General Employment Award as a certificate which can form the basis for UVP work.

The ACQUISITION OF BASIC SKILLS in this scheme is difficult to appraise. The FE component obviously provides for a limited range of skills within the 8 days, the YMCA residential period concentrates on an experiential approach to social and life skills. This obviously does not equate to the common core described in APPENDIX 8. It must be assumed however that many skills are encountered during on-job training, job rotation and assignments, but these are not necessarily assessed or recorded in a way that would allow them to be related to any checklist. An active industrial tutor or supervisor may well have some form of formal or informal record.

RELEVANCE and EXPERIENCE obviously comprise a major component of this form of *vocational preparation* and would obviously be closely related. The formal training and job rotation may however vary in quality from firm to firm depending upon the commitment available from the nominated industrial tutor and the monitoring possible from the ITB Adviser.

Residential experience is a feature of nearly all UVP schemes and a typical YMCA scheme would use a town survey or information search and presentation as a focus for social and life skills learning.

College tutors would normally be involved to a considerable extent in the course assignments and in general many colleges would regard this aspect of UVP as expensive in staff time.

Other forms of UVP schemes exist. All are subject to some form of initial screening by an appropriate IDG steering committee. Many are the result of college/employer initiatives and do not involve ITBs. They should all involve some form of in-company training. At the time of writing the UVP concept is nearing the completion of its pilot phase and the NFER are due to produce a Phase Two Evaluation.* The government has approved the extension of the programme beyond the pilot, at least up to 1984.

* Phase One: UNIFIED VOCATIONAL PREPARATION – An Evaluation of the pilot programme by WRAY, MOOR and HILL was published in 1980. See also Education Research, November 1980, NFER.

C. A Full-time Pre-Employment Course

a. Organiser	:	College/LEA Validating body involvement for parts of course.
b. Type of Industry and companies involved	:	Not applicable. Curriculum has regard to the local job market, and a range of local firms (mostly small companies) are used for work experience on one-day per week.
c. Trainee group and characteristics	:	18 (male and female) 16 + . Mainly unqualified, or with 2 or 3 CSE 3 and below.
d. Outline of scheme	:	Full-time college attendance. Up to 1 academic year. Generally diagnostic for careers purposes, with large component of basic education, and a range of vocational areas. As career choices are made, work experience is included, and students are free to leave if suitable employment is offered.
e. FE College Staff	:	Mostly from General Studies department, with some servicing from other vocational areas. Heavy use of college counsellor and local careers officer for group and individual work.
f. Financial arrangements	:	LEA funds. Small grants available to students with particular needs. Assistance with fares and lunches. Some students study for 21 hours per week and claim benefits as unemployed.

Commentary

The above is based on an actual case. In this example the NEGOTIATION is initially with the student, school, parents, careers office or other referring agency as to the suitability of the course and the vocational focus it should provide.

NEGOTIATION is most concentrated in the early weeks, where a programme of work within a subject area, and across the course, is arranged for a particular student, perhaps in association with other departments, work experience employers, and even other colleges who may offer different vocational opportunities. The range of provision for the ACQUISITION OF BASIC SKILLS is part of the general scheme, and the student contract is drawn up on the basis of the selection that is made for the individual. The contract normally takes the form of an agreed timetable, with personal programmes outlining the range of work needed for that individual within timetabled areas. NEGOTIATIONS continue throughout the course however as students review their progress, and timetables are rewritten to take account of new needs and new decisions.

The learning is heavily based on student EXPERIENCE both in and out of the classroom, and relates as closely as possible to the needs which they and the teaching staff agree are paramount. In this context experiences frequently have to be simulated. Work experience is always followed up immediately, to develop its potential as a learning exercise.

GUIDANCE and COUNSELLING takes place throughout the course at different levels. Each group is assigned a tutor, who co-ordinates the group's programme and holds a weekly tutorial to review course progress. In addition, each group has a weekly group tutorial with a professional counsellor to review their personal progress and development, and assist them to make the necessary decisions. They will also review their position in relation to careers opportunities in "World of Work" sessions, and have the opportunity to discuss their personal problems and progress with whichever individual adult seems most appropriate, whether it is the college counsellor, their course tutor, or the careers officer.

Students are largely responsible for their own record keeping of the work they have done, and experiences they have had, and the most important examples are collated on to profile records which the tutor keeps and discusses with the students at their weekly tutorials. This record is therefore available for students to take with them to future courses, or to employment interviews, and they do not necessarily have to wait for the completion of the course to receive a record of their attainments.

APPENDIX 5

An example of a Personal Programme (Agenda)

The document overleaf is a student's personal programme for one week. The existing situation is described, and the targets specified in terms of the major areas of work which constitute the scheme. The numbers following the task targets refer to these areas.

It is not suggested that the majority of students would have a weekly agenda; this would be too time-consuming for teaching staff. In this case, however, the student is on a roll-on/roll-off YOP Work Introduction course of 13 week's duration, and the weekly target-setting is thought necessary to keep up the momentum of the scheme.

Names have been changed, and the document would normally be handwritten by the tutor during negotiation with the student.

27

INTO WORK PROJECT

Target Sheet

NAME OF STUDENT Jenny Wright

WEEK NO 11

BEGINNING 1/12/80

Situation to date:

Jenny completed a successful work experience two weeks ago.

She must learn to structure her mornings so that she works out a plan for the mornings at 9.00 and then follows it through to 1.00.

She has visited one potential placement but feels that this is not for her because the atmosphere is not conducive to hard work.

She is still keen on the idea of office work and should work towards this, with a programme of office-related work in college, job-search and looking for an appropriate training course.

Targets For This Week

1. Planning and Problem-Solving
2. Listening and Talking
3. Reading and Writing
4. Basic Calculations
5. Measurement and Drawing
6. Practical

a. To see her careers officer re a suitable training course. (1,2)
b. To do any necessary preparation for lists, etc. (3)
c. To practice interviews. (2)
d. To be given a morning's work in no particular order, which she will then organise for herself. (1)
e. To work on spelling and punctuation. (3)
f. To practice keyboard work. (3,6)
g. To do one telephone assignment at least. (2)
h. To interview Mrs Parkin's P.A. at sometime in the General Office about their studies. (2)
i. To do a job-search via local papers on Friday. (1)
j. Using library, find out about clerical work. (1,3)

Student _____

Tutor _____

APPENDIX 6.a

An Example of a Learning Contract made between an Employer and a Scheme Organiser (UVP)

The document overleaf is the outline of the in-company element of a UVP scheme, and has the status of a contract in the sense that the provision of this kind of rotation is what entitles the employer to an incentive grant.

It also (in this case) acts as part of the learning agenda, negotiated between the company, the employee, and the ITB. The rest of the programme will be the elements provided in college, over which the trainee also has a degree of control.

29

DISTRIBUTIVE INDUSTRY TRAINING BOARD
UNIFIED VOCATIONAL PREPARATION
INTERNAL TRAINING PROGRAMME

Location of Scheme.....

Scheme Code.....

Firm.....

Trainee MR. TONY J. LEECH Job Title TRAINEE STOREMAN

Week No	Wk Comm	Dept/Branch	Job/Task Rotation	Job Training	Instructor
1	8-9-80	PUTNEY COLLEGE.	NIL	2 Days Induction for UVP.	College Tutor.
2	15-9-80	STORES	2 DAYS GOODS INWARDS DEPT	HOW TO RECEIVE GOODS IN, CHECKING PROCEDURE, ETC.	STORES SUPERVISOR.
3	22-9-80	LAMP STORES	1½ DAYS LIGHTING DEPT.	RECOGNITION OF LIGHTING PRODUCTS, FITTINGS AND PACKING	"
4	29-9-80	TRANSPORT DEPT	2 DAYS TRANSPORT OFFICE	DOCUMENTATION, VAN SHEETS, LOADING OF VANS, DESPATCH PROCEDURE	TRANSPORT SUPERVISOR.
5	6-10-80	STORES AND GENERAL OFFICE	2 DAYS VARIOUS DEPTS.	HEALTH AND SAFETY FIRE AND ACCIDENT	ADMIN MANAGER.
6	13-10-80	RESIDENTIAL WEEK.	——		Y.M.C.A. INSTRUCTOR
7	20-10-80	ORDER DEPT	1 DAY SALES.	CUSTOMERS ORDER ROUTINE AND DOCUMENTATION. ROUTES	SALES OFFICE SUPERVISOR.
8	27-10-80	FILING DEPT.	2 DAYS.	ORDER FILES, IN, PENDING AND COMPLETE FILING SYSTEMS USED	"
9	3-11-80	M/C DEPT.	2 DAYS	SPECIAL PRODUCTS STUDY. BRIEF DESCRIPTION OF DIFFERENT TECHNIQUES	M/C MANAGER
10	10-11-80	TRADE COUNTER	1½ DAYS	CUSTOMERS SERVICE. ON CASH AND OFFICIAL M/C'S SYSTEMS	STORES SUPERVISOR.
11	17-11-80	PRICING DEPT	1 DAY	WHAT HAPPENS TO DOCUMENTS AFTER DESPATCH OF GOODS?	SENIOR PRICING CLERK
12	24-11-80	POST DEPT	1 DAY	COLLECTING, SORTING FRANKING, DESPATCH OF OUTWARD MAIL	POSTAL CLERK.
13	1-12-80	ADMIN OFFICE.	1 DAY	SUMMARISING, UVP COURSE AND INTERNAL STUDIES. QUESTIONS ETC	ADMIN MANAGER

APPENDIX 6.b

An example of a Learning Contract made between a Tutor and a Learner (College-based YOP Scheme)

Overleaf is an example of a document used for students on the Work Introduction course at a College. It is drawn up and signed by both parties after the induction phase of the course and its content is discussed fully and informally with the student.

Although called a 'contract', it is in fact a statement of intent so that both student and tutoring staff will clearly understand the needs of and objectives for the individual aspects of each person's programme. As such, its purpose is to ensure clear communication between student and course tutor, and to encourage mutual trust and sympathy.

The 'contract' is flexible and, for some students, may be amended as the course progresses. In some cases it may be only partly completed at first to allow for the student who requires a long period of settling and 'sampling' before he or she develops positive ideas about a field of employment for the future.

Each student is at liberty to show his copy of the contract to parents, the Careers Officer or fellow students. The course tutor is able to use the document as a check for monitoring and as a basis of discussion at case conferences.

The sample here (with names changed) is typed for clarity but the norm is for a hand-written document with information put on to a pre-printed outline.

CONTRACT

NAME OF STUDENT BOB SMITH

STAFF: Skills Options chosen: Retailing with Mrs. Brown.
Painting and Decorating with Mr. Ash.
Glass Fibre and Wood Skills with Mr. Jones.
Metal Skills with Mr. Plumb.

COMMENTS: Bob is not sure what sort of work he would like to do eventually, but knows that, having tried seasonal work in a hotel, he does not want to work full-time in the catering industry. He is rather shy and reticent and this can give people the impression of sullenness. He requests special help with number work, particularly the maths of measurement and money.

W.E.P.: 1. Primary experience with the National Trust group on construction and project work outdoors – 6 weeks.
2. Experience working with the Bosun at a local Sailing Centre. Work to involve boat building and repairs and general maintenance work.

SUGGESTED EMPLOYMENT: Outdoor work. General maintenence work at a holiday camp. Hotel or a local institution would be preferred. Would consider indoor work with glass fibre products.

RECOMMENDATIONS: Bob to talk to the Careers Officer about the possibility of a WEEP placement for general maintenance with a large local hotel. Situation to be reviewed after 10th week of course.

SIGNATURES S J CHORLEY (COURSE TUTOR)

BOB SMITH

DATE 5 November 1980

APPENDIX 7

A Draft Student Profile Record

PROFILE REPORT : PRE-EMPLOYMENT COURSE

Name of student.....

Year of course..... Date of Birth.....

The above named person is following/has completed a one-year pre-employment course at

.....

and this profile is a record of the nature of the course and his/her performance on it.

Name of Course.....

HOW TO USE THIS PROFILE

The profile displays the various levels which the student has reached by the end of the course, and records his/her learning experiences.
It should inform employers and others about the nature of the course.
It should be used as a guide to student progress during the course.
It shows the range of the student's abilities and skills, and gives a guide to their suitability for certain employment areas and/or further training.

Summary of attainment in basic skills

	Reading	Writing	Listening Talking	Calculations	Measurement	Graphs and Tables	Visual Understanding	Dexterity	Problem Solving	Coping Skills	Learning Skills
HIGH											
1											
2											
3											
4											
LOW											

A detailed guide to the student's attainment is given on page 1 and 2, and an indication of other learning activities is on page 3 and 4.
A report of the work experience undertaken as part of the course is attached* (*delete if inappropriate)
This profile can only summarise the major characteristics of the course. For further information regarding the course aims, structure content and assessment procedures please ask for

NAME OF COURSE TUTOR RESPONSIBLE FOR COMPILATION OF PROFILE_____

MODERATOR:_____

DATE:_____

33

CORE(a)

ATTAINMENTS IN THE COMMON CORE

BASIC LEVEL → HIGH LEVEL

GRADE	4	3	2	1
READING	can understand simple notices, labels and short notes.	can follow straightforward written instructions and explanations.	can understand a variety of forms of writing if simply expressed, eg. manuals, indexes, business letters.	can abstract and interpret information (etc) from a variety of written sources, without help.
WRITING	can write simple notes for self and messages for others.	can complete everyday forms and write simple instructions and standard letters.	can write clear and accurate reports, and compose correct and appropriate non-standard letters.	can communicate both information and argument in written form, suiting style to audience and content.
LISTENING/ TALKING	can carry out simple instructions and can communicate at a conversational level with friends.	can follow simple oral explanations, describe straightforward events, and deal with simple queries from strangers.	can make a clear and accurate oral report, interpret more complex instruction and be effective on the telephone and at interview.	adept at most kinds of verbal encounter, eg. group discussions, making and dealing with complaints, public speaking.
CALCULA-TIONS	can do simple whole number calculations using 4 arithmetic rules.	can do simple calculations by mental arithmetic, and convert fractions to decimals and percentages for everyday purposes, eg. money.	Can use simple formulae, substitutions, and ratio. Accurate with everyday calculations.	Quick and accurate at complex calculations, and problems in a variety of contexts.
MEASURE-MENT	can read graduated linear scales and dials with some supervision.	Can use simple instruments to measure area, angles, volume, weights, etc.	Can reliably use everyday measuring instruments, convert from one scale to another, and apply simple formulae.	Can use precision instruments, eg micrometers, venier gauges, balances.
GRAPHS AND TABLES	can read simple tables, including timetables with 24 hr. clock.	can read straight line graphs and bar charts and use simple conversion tables.	can read and construct a variety of graphs from tables of figures.	can interpret complex graphs and select type most suitable for purpose.
VISUAL UNDERSTAND-ING AND EXPRESSION	can interpret simple visual displays such as roadsigns or outline maps.	can produce simple 2-D sketch maps or diagrams, and interpret symbols on them.	can give a clear explanation by sketches and diagrams, can interpret scales.	can communicate complex visual concepts adeptly and appropriately. Some ability to design.
DEXTERITY AND CO-ORDINATION	can use simple tools. Sometimes clumsy, not unsafe.	can reliably perform basic manipulative tasks, eg. wiring a plug.	can use everyday hand and power equipment safely and efficiently.	can use a variety of tools with stamina and skill, producing good quality results.
PROBLEM SOLVING	can reliably follow routine procedures only with guidance.	can tackle simple problems such as fault-finding by following standard pro-cedures.	can plan events (such as a meeting) select alternative solutions to given pro-blems.	can independently derive, implement and evaluate solutions to a variety of types of problems.
EVERYDAY COPING SKILLS	can achieve basic tasks, such as making tea, under supervision.	can undertake simple every-day tasks such as using taps and can operate some domestic equipment, such as a washing machine.	can undertake a range of tasks, use and maintain everyday machinery.	self-reliant, could fend for him/herself, even in unfamiliar surroundings.
LEARNING SKILLS	can learn in a limited range of contexts, with help.	familiar with basic-techniques; needs help with planning.	can use most standard techniques, and select appropriate ones.	can learn effectively by a variety of means and can plan own learning strategies.

General Interpretations of Grades The criteria described above indicate that:

Grade 1 means that the student shows both a good level of skill and the ability to deploy it appropriately.
Grade 4 signifies a very basic level of skill, and that the student probably needs frequent supervision during its use.

VOCATIONAL STUDY

PARTICULAR VOCATIONAL AREA.....

APPLICATION OF SKILLS IN VOCATIONAL AREA: EXAMPLES AND COMMENT	SIGNATURE
READING	
WRITING	
LISTENING/TALKING	
CALCULATIONS	
MEASUREMENT	
GRAPHS/TABLES	
VISUAL UNDERSTANDING	
DEXTERITY	
PROBLEM SOLVING	
DESCRIPTION OF GENERAL CURRICULUM PROVISION IN THIS AREA — VALIDATED BY:	

If work experience is provided as part of the course, a report should be attached at the back of this profile.

CORE (b)

CORE CONTENT-LEARNING EXPERIENCES

☐ Indicates that learning experience in question has been completed.

In the last two sections, performance is indicated by position on a spectrum.

CAREER PLANNING	– has investigated and compared own characteristics with those required by various jobs	☐
	– has experienced at least 3 different kinds of job-task, and has evaluated demands made by them	☐
	– has appreciated factors influencing job-satisfaction, job-choice and pay	☐
WORLD OF WORK	– has investigated a specific firm with respect to role of new recruits, older workers and organisation	☐
	– has described and analysed management structures and Union organisation within a particular firm	☐
	– has performed tasks to a set standard in a given time, working co-operatively when appropriate	☐
UNDERSTANDING SOCIETY	– has examined what is at stake in a given issue, the vested interests and the decision-making procedures involved	☐
	– has experienced membership of a decision-making group and has observed a public decision making body in action	☐
	– has developed background knowledge necessary for general understanding of national and local government	☐
	– has identified personal legal rights, with use of reference books where appropriate, and knows how to act on them	☐
ECONOMIC UNDERSTANDING	– has knowledge and skills necessary for effective personal money management	☐
	– has investigated the basic economic factors involved in running a business	☐
	– can describe a selection of firms in basic economic terms	☐
ENVIRONMENTAL UNDERSTANDING	– has identified and assessed the nature of specific environmental problems	☐
	– has investigated the use of energy, material and production methods of specific firms	☐
	– has discussed the implications of specific technological developments on jobs and the environment	☐
PERSONAL RELATIONSHIPS	– is aware of social conventions, is sensitive to other's perceptions, and can respond flexibly and appropriately	high ↑ ↓ low ☐
	– has difficulty in interpreting interpersonal behaviour and in modifying own responses when necessary	
VALUES AND ETHICS	– can appreciate the moral consequences of actions, cope sensibly with moral dilemmas and formulate own code of behaviour	high ↑ ↓ low ☐
	– has difficulty in identifying moral dimension of issues and in deciding on a clear and consistent personal position	

JOB SPECIFIC STUDY

The following are examples of tasks which the student has successfully undertaken in connection with.....

.....(title of job)

1.

2.

3.

4.

FURTHER COMMENT (CORE CONTENT)

Career Planning

World of Work

Understanding Society

Economic Understanding

Environmental Understanding

Additional Comment on Personal Characteristics
eg adaptability, enterprise, reliability, particular strengths

GENERAL INFORMATION

eg other qualifications gained on course;
additional experiences

Notes on the use of the Profile Report Form.

1. The Profile Report is designed to be as self-explanatory as possible to the reader (ie. a potential employer), but some background explanations may be useful to tutors responsible for using it.

2. On the basis of experience, the following observations are made:-
   i. it is not so daunting in use as it is at first sight;
   ii. the profile is not a means of assessment in itself, but a means of collating records of work done, and attainment tested as part of the course;
   iii. it is suggested that this collation should be done periodically throughout the course, both at tutor team meetings, and in tutorials with the student. This will mean that a fairly up-to-date record will be available for the student to use at any time;
   iv. colleges will initially need to develop their own mechanisms for organising the completion of the profile, although its incorporation into a national system would require more uniform methods.

3. **Front cover.** Apart from the basic information, this is designed to give the same sort of brief overview of the student's attainment that a certificate would. The summary grid would be completed as a histogram at the end of the course, to reflect the attainments recorded on the matrix on page 1.

Page 2. Faces page 1, and leaves room for comments to be written in on how the students' attainments in the core areas relate to their vocational area.

Page 3. Backs on to page 2, and records experiences which relate to the core content. Except in the last two areas, there is no attempt to grade these experiences.

Page 4. Faces page 3. There is space to record some of the tasks that the student has done which relate specifically to his/her chosen work area.

There is space in the sections adjoining page 3 to give more descriptive comments on the type of experiences the student has had.

The right hand column is for the recording of other experiences and attainments, such as additional qualifications gained, residential periods, etc. Reference should be made here to any work experience, and a work experience employers report can be attached to the back of page 4.

APPENDIX 8

A checklist of Common Core Objectives

A SUGGESTED COMMON CORE OF AIMS AND RELATED OBJECTIVES FOR A ONE-YEAR *VOCATIONAL PREPARATION* COURSE, TAKEN FROM A BASIS FOR CHOICE, WITH MINOR ADAPTATIONS.

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences to which they should be exposed.

For convenience, the objectives are grouped under the headings of the core aims. The grouping of the objectives/experiences is not necessarily intended to represent the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult time-consuming and important activities may be stated quite briefly.

Aim 1

To bring an informed perspective as to the role and status of a young person in an adult society and the world of work.

The students should: –

1.1 Describe a typical organisational structure of at least two different types of workplace or organisation, and relate this structure to their respective functions.

1.2 Visit a place of work, relevant to their interests, and describe: –

a. the working conditions and tasks of new entrants;

b. the range of decisions which can legitimately be made by these young workers;

c. to whom they are responsible;

d. with whom they have regular working relationships;

e. training and career prospects; entry requirements.

1.3 Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress.

1.4 Make comparison of different working situations, using the information gained by themselves and others.

1.5 Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation; identify and discuss any differences between the systems observed, and the significance and functions of trade unions in general.

1.6 Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors.

1.7 Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards.

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.2 (communication skills).

Aim 2

To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

The students should: –

2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities.

2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group.

2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities.

2.4 Relate this information to their own profiles, and discuss the alternatives open to them.

2.5 Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self-employment).

2.6 Experience at least three different types of task, and evaluate their responses to them.

Aim 3

To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Work in connection with objectives 3.1-3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

The students should: –

3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choice.

3.2 Experience the physical demands of some occupations; assess (a) their reactions to physical conditions; and (b) their ability to learn to cope with them.

3.3 Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them.

3.4 Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina.

3.5 Perform tasks to a set standard and in a given time, working co-operatively when appropriate.

3.6 Understand the properties and uses of a range of materials, and practice using a variety of tools and processes appropriate to these materials.

3.7 Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision.

3.8 Work on tasks where aesthetic judgements of shape and colour are required.

3.9 Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved.

Aim 4

To bring about an ability to develop satisfactory personal relationships with others.

The students should: –

4.1 Experience, directly and vicariously, a variety of personal encounters and a range of responses in them.

4.2 Describe several patterns of behaviour, and analyse the inter-action in terms of the roles of those involved.

4.3 Identify and practise alternative responses.

4.4 Consider the merits of these responses in various situations, and with regard to various types of encounter.

4.5 Predict the changes in role likely to occur for them in the near future.

4.6 Be aware of contemporary social coventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals.

4.7 Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category.

Aim 5

To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

With reference to: –

a. their present situation;

b. a predictable future working situation;

c. some wider current issues.

The students should: –

5.1 Be prepared for common moral dilemmas.

5.2 Give reasons for certain moral 'rules' and decisions.

5.3 Apply relevant moral terms to specific situations.

5.4 Describe the prevailing moral code of given groups.

5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles.

5.6 Describe and analyse the moral consequences of actions.

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

Aim 6

To bring about a level of achievement in literacy and numeracy appropriate to ability, and adequate to meet the basic demands of contemporary society.

6.1 **Numeracy.** The students should be able to:-
6.1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals.
6.1.2 Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques.
What does their intended job require: a. of necessity; b. for convenience?
What are their personal needs?
6.1.3 Interpret place value.
6.1.4 Convert fractions to decimals and vice-versa.
6.1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units.
6.1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time.
6.1.7 Interpret and use tables of figures.
6.1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator.
6.1.9 Apply and interpret ratio and proportion.
6.1.10 Calculate averages.
6.1.11 Calculate percentages.
6.1.12 Make elementary algebraic substitutions.
6.1.13 Describe the properties of common shapes, and measure angles.
6.1.14 Make calculations of perimeter, area and volume of right-angles, figures, circles and cylinders.
6.1.15 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose.

6.2 **Communication.** The students should: –
6.2.1 Read and understand data in a wide variety of forms and indentify the points of a given text relevant to a particular purpose.
(See also 6.1 and the rest of 6.2).
6.2.2 Be able to read and understand written questions and requests.
6.2.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements, and identify instances where expert advice is relevant to a matter of opinion. *(Reference 9.1.)*
6.2.4 Find and use information from a variety of given sources.
(Reference 9.16.)
6.2.5 Listen to, and understand information and requests given orally.
(Reference 3.5, 4.1.)
6.2.6 Be able to communicate competently in written form; organise content, write effectively and observe the conventions of legibility, spelling, punctuation and grammar.
6.2.7 Explain and describe events, processes and opinions sensibly and clearly in writing.
6.2.8 Make notes for own use.
6.2.9 Be able to express tabular or graphic data in written form or vice-versa. *(Reference 10.1, 10.3)*
6.2.10 Fill in forms correctly.
6.2.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences.
6.2.12 Make a disciplined contribution to group discussion.
6.2.13 Use the telephone effectively.
6.2.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses. *(Reference 1.3, 4.1.)*
6.2.15 Experience membership of, and practice communication in, a variety of groups. *(Reference 9.2.)*
6.2.16 Experience various roles in these groups.
6.2.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn. *(Reference also 2.1, 2.3.)*
6.2.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose.
6.2.19 Critically appraise examples in a medium of communication with which they have experience.

Aim 7

To bring about competence in a variety of study skills likely to be demanded of the young person.

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.
The students should: –
7.1 Learn how to take notes, or use given notes for their own purposes.
7.2 Know how to gain access to appropriate works of reference.
7.3 Appreciate when to 'skim-read' and when to read for detail, and practise both techniques.
7.4 Practise discussions and questioning.
7.5 Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning.
7.6 Experience a variety of learning situations and evaluate their reactions to them.

Aim 8

To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.

The students should: –
8.1 Examine and appraise given faults, problems or events, working individually or in a group: –
8.1.1 Thinking up alternative solutions or explanations.
8.1.2 Identifying what evidence would support a statement or a guess and what would cast doubt on it.
8.1.3 Considering or eliminating alternatives, in a systematic way.
8.1.4 Generalising as appropriate from previous experiences or data. *(Reference 4.7.)*

Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occurring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.

8.2 Experience the process of planning an event or course of action, working individually and in groups.
8.2.1 Identifying the nature of a problem, and collecting relevant information.
8.2.2 Working out alternative strategies and predicting their likely outcomes.
8.2.3 Choosing and implementing a plan, and adapting it to circumstances as appropriate.
8.2.4 Evaluating the effectiveness of the plan, and identifying lessons to be learned.

Aim 9

To bring about sufficient political and economic literacy to understand the social environment and participate in it.

Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues may arise among the students, or through an account in a case-study, the press, TV, etc.
The students should: –
9.1 Appraise a policy dispute by: –
9.1.1 identifying the cause of disagreement.
9.1.2 saying what further information they need, and where it can be found. *(Reference 6.2.)*
9.1.3 identifying where and by whom any decision will be made.
9.1.4 indicating who is likely to be affected by various policies and in what way. *(Reference 5.6.)*
9.1.5 describing alternative ways of influencing the decision, and evaluating their relative merits. *(Reference 6.2.)*
9.1.6 describing the issue using some basic political terms.

9.2 Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them.

9.3 Develop an awareness of the workings of formal decision-making groups by: –
9.3.1 experiencing membership of such a group.
9.3.2 experiencing/discussing different systems of voting.
9.3.3 listing the coventional order of items on an agenda, and explaining their meaning and usage.
9.3.4 visiting and observing a public decision-making body in action.

9.4 Gain a basis for evaluating national politics by being able to: –
9.4.1 name the major political parties, their leaders, and describe major and/or distinctive items of policy.
9.4.2 Describe, in general terms, how local and central government relate, and the role of the EEC.
9.4.3 Indicate which Departments of Government are responsible for decisions which may affect the students personally.

9.5 Check and explain a payslip.
9.6 Balance income against expenditure and keep necessary records.
9.7 Make value-for-money calculations and estimations. *(Reference 6.12.)*
9.8 Plan an estimated personal budget for a typical working week in their intended jobs. *(Reference 11.5.)*
9.9 Describe the function and use of a bank account, the Giro, building society, HP and credit cards.

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigations. *(Reference 6.2.)*

Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate.
9.10 Investigate how a business is run by indentifying the factors involved in: –
i. deciding what to sell;
ii. choosing location;
iii. borrowing money;
iv. employing people;
v. buying raw materials;
vi. calculating overheads;
vii. selling product;
viii. calculating profit/loss;
ix. what happens to profit/loss.
9.11 Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention.

40

9.12 Explain a selection of firms or organisations in basic economic terms.
9.13 Investigate the sources of central and local government income, and where it is spent.
9.14 Read some common legal documents and be able to answer simple comprehension questions on them. *(Reference 6.2.4.)*
9.15 Visit a court of law, and discuss its procedures, personnel and atmosphere. *(Reference 8.2.)*
9.16 Demonstrate knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action. *(Reference 6.2, 1.4, 4.4, 3.4.)*
9.17 Use a simple reference text to determine their rights/duties in specific cases relating to the law as it affects the consumer, the motorist, the employee. *(Reference 6.2.4.)*
9.18 Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals.
9.19 Be aware of sources of legal aid and advice.

Aim 10

An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

The students should: –
10.1 Participate in a group-conducted survey of local amenities, which identifies some characteristics of the locality.
10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others. *(Reference 4.1, 4.6.)*
10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport.
10.4 Examine at least two different industries or places of work, identifying:
i. the enterprises, their use and dependence on energy;
ii. the production methods and materials which are used;
iii. the division of labour and the nature of individual jobs.
(Reference 1.2.)
10.5 Appraise the implications of some current developments in technology.

Aim 11

To bring about a development of the coping skills necessary to promote self-sufficiency in the young people.

The students should: –
11.1 Be able to plan and prepare adequate meals *(Reference 11.2.)*
11.2 Use and maintain every-day machinery and equipment.
11.3 Apply simple principles of health-care, hygiene and physical fitness to their every-day lives *(Reference 3.2.)*
11.4 Practise simple first-aid techniques. *(Reference 3.5.)*
11.5 Investigate and use sources of information regarding the finding and maintenance of accommodation. *(Reference 6.2.)*

Aim 12

To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career.

Introduction
There may be said to be four elements necessary to produce this flexibility: –
a. Possession of commonly used and transferable skills and capacities.
b. Realisation of the need for flexibility.
c. Ability to identify the underlying principles of a process or activity.
d. Experience of and confidence in one's ability to transfer learning from one context to another.

It is hoped that many of the transferable capacities, element (a) are already embodied in the other core objectives. Element (b) will be encouraged by the economic and technological objectives included under Aims 9 and 10. The need for (c) is part of the rationale behind the prescription of much experiential learning and project/case study/simulation activity in the core. Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content.
The students should: –
12.1 Whenever they develop a particular capacity in a given context.
12.1.1. Identify other contexts in which the capacity could be useful.
12.1.2 Be given practice at applying relevant aspects of previous learning to a new situation.
12.1.3 Identify any other activities at which they are likely to be successful, on the evidence of this learning.

APPENDIX 9

Example of a Project-Based Scheme (UVP)*

A UVP scheme for young people working in organisations dealing with business and holiday travel. A 3½ month scheme, with 10 days at college at both the start and end of the scheme; three months in-company in between for the completion of set assignments, and five days residential in a location abroad.

Fifteen trainees, aged 16 and 17, with qualifications ranging from none at all, to nine O levels. All were travel clerks, and had been in employment for between one and ten months before the start of the UVP scheme.

Fourteen companies were represented, and could be divided into two groups. Two were large organisations dealing with business and holiday travel, where the trainees were involved in clerical work; the others were small family businesses, where the trainees had the same responsibilities as other staff.

The initial college block was devoted to preparing the young people for their industrial phase. The first week was spent in college, learning exclusively about the package holiday business. The second college week was spent abroad in a package holiday resort. On return from their residential period abroad, trainees completed a written report on the resort visited and carried out five in-company projects.

The second block at college was given over to reviews of their project work; to visits to locations such as an international airport, and to preparing for the final formal presentation of their projects to employers, parents, ITB and college staff.

This example illustrates how a course can be built up entirely on the students' EXPERIENCES, in this case obviously RELEVANT to their work area. Time is given for reflection on the experience, during which further learning develops, and the final presentation, a formal affair, is a vehicle for more challenging experiences, especially when one understands the unfamiliarity of a 16-year old trainee in explaining his work to his employer in front of others.

The extent to which learning can be based on student experiences is examined in an FEU Project Report, entitled "Active Learning". This contains a register of projects in many institutions*.

* Adapted from the report of the phase 2 evaluation of the UVP pilot programme by NFER, whose permission to use the material we acknowledge. The evaluation report contains many other valuable examples of project-based schemes.

*1 Active Learning. A Guide – to current practice in experiential and participatory learning. December 1979.

2 Active Learning. A Register – of experimental and participative learning. Parts 1 and 2. May 1980.

APPENDIX 10a

The Place of Work Experience in Vocational Preparation

The MSC PROFILE GROUP publication "Making Experience Work" (February 1979) gives "Principles and Guidelines of Providing Work Experience".

A. In summary, the *principles* are these:—
   1. Young people should be considered as trainees and opportunities should be tailored to their needs.
   2. Young people should have the chance to acquire skills which
      a. are relevant to a developing labour market and are not confined to the practices of an individual employer
      b. help them in their search for work, and
      c. help them in meeting the wider demands of adult life.
   3. Experience gained on-the-job and off-the-job are of equal importance, and should be mutually reinforcing.

B. The *guidelines* suggest that young people should gain experience of
   1. a range of occupational skills and progress through systematically planned experiencea in the circumstances of real work
   2. self-management skills for work and other adult responsibilities
   3. related studies supporting the development of these various skills
   4. working in a group of adults
   5. taking and sharing responsibility for clearly defined aspects of production or service
   6. having some part of the work of others dependent on their actions
   7. a variety of types of work, so that future job decisions can be based on some personal experience
   8. a combination of on-the-job experience, off-the-job training, and related studies.

C. The *procedures* for implementing work experience will differ according to the mode of vocational preparation, but it is essential that in general,
   1. all the participants should be fully briefed as to the purpose and content of the experience
   2. time should be given to arranging placements and monitoring the performance of students on them
   3. there should be a responsible adult to whom the young person can refer at any location
   4. the experience provided should relate as closely as possible to the young person's needs at any one time (this may mean changing locations from time to time)
   5. placements, and a young person's performance in them, should be reviewed from time to time, to maintain standards of provision
   6. a fairly formal system of recording activities (on the part of the young person) and progress (on the part of the employer) should be instituted. A work experience log-sheet is appended.

Appendix 10b gives two pages from a work experience diary kept by a pre-employment student.

APPENDIX 10b

A Work Experience Diary

DATE: 23th October 80

TIME ARRIVED: 9 o'clock TIME LEFT: 4pm.

TASKS PERFORMED:

Duplicating: using electrical duplicator:- leaflets, stapling with hand/electric stapler Then sorting them into neat pads

NEW THINGS LEARNT:

Learnt how to use the electrical duplicator. And how to stapler letters and leaflets properly.

GENERAL COMMENTS:

It was an interesting day, because I was greatly praised for the work done.

DATE: 30 October 80

TIME ARRIVED: 8.30 TIME LEFT: 4p.m.

TASKS PERFORMED:

Shredding last years students documents which lasted the whole morning. Mail room typing out going mail addresses.

NEW THINGS LEARNT:

Learnt about shredding old documents which are very personal

GENERAL COMMENTS:

It was a bit boring but it had to be done.

APPENDIX 11

Residential Experience* – A Programme

Day 1
Meet at College. Travel by bus to residential centre. Tea. Introduction to Centre. Tour and settle in. Evening: Plan survey to be conducted on day 3.

Day 2
Archery.
Canoeing.
Lunch.
Draw up questionnaires for survey.
Debriefing on day.
Evening: Night initiative test.

Day 3
Group meeting for debriefing and planning.
"Commando Course".
Lunch.
Travel to two local towns for survey work.
Evening: Theatre visit.

Day 4
Sailing or swimming.
Lunch.
Plan presentation for day 5.
Evening: debriefing and rehearsal.

Day 5
Horse-riding or archery.
Lunch.
Final run-through of presentation.
Formal presentation to tutors, employers, visitors.
Evening: formal dinner at restaurant.

Day 6
Final debriefing and questionnaire.
Return home.

Commentary

This programme was conducted to give an optimum blend of new physical activities and the chance to reflect upon the reaction to them, and work designed to link in with the rest of the course. The surveys were on topics relevant to the trainees' work interests. The degree of formality in some of the activities is designed to present challenges of a different kind, and develop confidence. At all stages, debriefing is included, and trainees can modify their programme within the limit of what is available.

---

* The IDG has commissioned a research project into the UVP Residential Element. This has produced a Gazetteer of Residential Centres, and guidelines to accompany it, and is available from MSC or DES.
The MSC are evaluating the place of residential experience in YOP schemes, in particular as a way of bringing together trainees who are scattered over a wide geographical area. This document will also contain detailed guidelines.

LIST OF FEU PUBLICATIONS

Title	Date Published
Experience, Reflection, Learning – Suggestions for Organisers of Schemes of Unified Vocational Preparation	April 1978
Postal Survey of FE Provision for the Young Unemployed 1977	June 1978
Annual Report 1978-79	June 1979
A Basis for Choice – Report of a Study Group on Post-16 Pre-Employment Courses	June 1979
Supporting YOP – Suggestions for Colleges Involved in the Youth Opportunities Programme	June 1979
Active Learning: A Guide – To Current Practice in Experiental and Participatory Learning	December 1979
Active Learning: A Register – of Experiential and Participatory Learning. Part 1 and Part 2	December 1979
Developing Social and Life Skills – Strategies for Tutors	January 1980
Day Release – A Desk Study	January 1980
Loud and Clear? – Summary of a Study of Curriculum Dissemination in Further and Higher Education	January 1980
Beyond Coping – Review and Synthesis of Research and Development in Social Education	August 1989
Further Opportunities in Focus – A Study of Bridging Courses for Women	August 1980
FEU Response to 'Outlook on Training' – Review of the Employment and Training Act 1973;	July 1980
FEU Response to White Paper 'Special Needs in Education' (Cmnd 799)	August 1980
FEU Response to 'Examinations 16-18' Consultative Paper	January 1981
Signposts – – A map of 16-19 educational provision	January 1981